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IDENTIFIERS	Group Managers; Military Curricula

ABSTRACT

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB)

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Data ProcessingData Processing
Curriculum Development
Construction Trades
Carpentry Carpentry
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Aviation Mechanics
Auto Mechanics
Welding Welding
Stenography
Welding Stenography
Equipment Repair
Small Equipment Repair
Radiology Radiology
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Photography Photography
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Machine Shop
Supervision
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Management & Service
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Military Curricula for Vocational & Technical Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Equal Opportunity and Treatment Classroom Course 17-9

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

This military technical training course has been selected and adapted by The Center for Vocational Education for "Trial Implementation of a Model System to Provide Military Curriculum Materials for Use in Vocational and Technical Education," a project sponsored by the Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare.

MILITARY CURRICULUM MATERIALS

The military-developed curriculum materials in this course package were selected by the National Center for Research in Vocational Education Military Curriculum Project for dissemination to the six regional Curriculum Coordination Centers and other instructional materials agencies. The purpose of disseminating these courses was to make curriculum materials developed by the military more accessible to vocational educators in the civilian setting.

The course materials were acquired, evaluated by project staff and practitioners in the field, and prepared for dissemination. Materials which were specific to the military were deleted, copyrighted materials were either omitted or approval for their use was obtained. These course packages contain curriculum resource materials which can be adapted to support vocational instruction and curriculum development.

The National Center Mission Statement

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
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- Operating information systems and services
- Conducting leadership development and training programs

FOR FURTHER INFORMATION ABOUT
Military Curriculum Materials
WRITE OR CALL
Program Information Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210
Telephone: 614/486-3655 or Toll Free 800/848-4815 within the continental U.S. (except Ohio)

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
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Military Curriculum Materials for Vocational and Technical Education

Information and Field Services Division

The National Center for Research in Vocational Education

Military Curriculum Materials Dissemination Is . . .

an activity to increase the accessibility of military-developed curriculum materials to vocational and technical educators.

This project, funded by the U.S. Office of Education, includes the identification and acquisition of curriculum materials in print form from the Coast Guard, Air Force, Army, Marine Corps and Navy.

Access to military curriculum materials is provided through a "Joint Memorandum of Understanding" between the U.S. Office of Education and the Department of Defense.

The acquired materials are reviewed by staff and subject matter specialists, and courses deemed applicable to vocational and technical education are selected for dissemination.

The National Center for Research in Vocational Education is the U.S. Office of Education's designated representative to acquire the materials and conduct the project activities.

Project Staff:

Wesley E. Budke, Ph.D., Director
National Center Clearinghouse

Shirley A. Chase, Ph.D.
Project Director

What Materials Are Available?

One hundred twenty courses on microfiche (thirteen in paper form) and descriptions of each have been provided to the vocational Curriculum Coordination Centers and other instructional materials agencies for dissemination.

Course materials include programmed instruction, curriculum outlines, instructor guides, student workbooks and technical manuals.

The 120 courses represent the following sixteen vocational subject areas:

- Agriculture
- Aviation
- Building & Construction Trades
- Clerical Occupations
- Communications
- Drafting
- Electronics
- Engine Mechanics
- Food Service
- Health
- Heating & Air Conditioning
- Machine Shop
- Management & Supervision
- Meteorology & Navigation
- Photography
- Public Service

The number of courses and the subject areas represented will expand as additional materials with application to vocational and technical education are identified and selected for dissemination.

How Can These Materials Be Obtained?

Contact the Curriculum Coordination Center in your region for information on obtaining materials (e.g., availability and cost). They will respond to your request directly or refer you to an instructional materials agency closer to you.

CURRICULUM COORDINATION CENTERS

EAST CENTRAL
Rebecca S. Douglass
Director
100 North First Street
Springfield, IL 62777
217/782-0759

NORTHWEST
William Daniels
Director
Building 17
Airdustrial Park
Olympia, WA 98504
206/753-0879

MIDWEST
Robert Patton
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1515 West Sixth Ave.
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SOUTHEAST
James F. Shill, Ph.D.
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Drawer DX
Mississippi State, MS 39762
601/325-2510

NORTHEAST
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225 West State Street
Trenton, NJ 08625
609/292-6562

WESTERN
Lawrence F. H. Zane, Ph.D.
Director
1776 University Ave.
Honolulu, HI 96822
808/948-7834

Classroom Course 17-9

EQUAL OPPORTUNITY AND TREATMENT
L3ALR73430A

Developed by:
United States Air Force

Development and Review Dates:
May 30, 1978

Occupational Area:
Public Service

Target Audiences:
Grade 12-Adult

Print Pages: 713

Microfiche: 12

Availability:
Curriculum Coordination Centers

Contents:	Type of Materials:	Lesson Plans:	Programmed Text:	Student Workbook:	Handouts:	Text Materials:	Audio-Visuals:	Instructional Design:	Performance Objectives:	Tests:	Review Exercises:	Additional Materials Required:	Type of Instruction:	Group Instruction:	Individualized:	
Section I. Introduction to Social Action		●		●	●		x		●		●			●		
Section II. Problem Recognition		●		●	●		x		●		●			●		

X Materials are recommended but not provided.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

OSU
The Ohio State University

1960 Kenny Road
Columbus, Ohio 432
(614) 486-3655

Course Description:

This course is designed to provide basic skills and technical knowledge to work effectively in entry-level positions. Unit of instruction cover personal growth and professional development, personality theory, psychology of prejudice and cross-cultural differences and difficulties. The course contains 2 blocks of instruction covering 134 hours of instruction.

Section I. - Introduction to Social Actions contains 4 lessons requiring 66 hours of instruction
Personal Growth and Professional Development (20 hours)
Personality Theory (12 hours)
Psychology of Prejudice (6 hours)
Cross-Cultural Differences and Difficulties (28 hours)

Section II. - Problem Recognition consists of 6 lessons covering 68 hours of instruction.
Group Management (14 hours)
Values Clarification (5 hours)
Support Systems (3 hours)
Interviewing Techniques (23 hours)
Problem Solving/Decision-Making Process (12 hours)
Conflict Management (11 hours)

Both teacher and student materials are included. Printed instructor materials include lesson plans detailing objectives, aides, outline of instruction, and group exercises. Student materials include study guides with text material. Section I of this course is also the introductory section for the course "Drug and Alcohol Abuse."

EQUAL OPPORTUNITY AND TREATMENT

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment Drug and Alcohol Abuse Control

BLOCK NUMBER	BLOCK TITLE
I	Introduction to Social Actions

1 COURSE CONTENT	2 TIME

2. Personal Growth and Professional Development

a. Identify essential background information concerning group influence and dynamics, and techniques for constructive and healthy interpersonal communication. STS: 7b Meas: W

b. In the small group setting, participate in a manner which demonstrates characteristics conducive to constructive and healthy communication in accordance with the criteria listed on the Personal Growth and Professional Development Performance Test. STS: 7b Meas: PT

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SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials
WS AB-I-2-6, Goals for Personal Development
HO AB-I-2-7, Desert Survival Problem
SG AB-I-2-18, Personal Growth and Professional Development
PT AB-I-2-28, Personal Growth and Professional Development
HO AB-I-2-27, Desert Survival Problems, Answers
Audio-Visual Aids
35mm Slides, "Personal Growth and Professional Development"
16mm Film: "Is it Always Right to be Right" (AFIF-257, 8 min)
16mm Film: "Communications Non-Verbal Agenda" (TS-0707, 28 min)

Training Methods
Lecture (2 hrs)
Performance (18 hrs)

Instructional Guidance
Stress the importance of groups as determiners of member behavior, attitudes, and values. Thoroughly explain group task and maintenance functions that are important to social actions personnel. Use the small-group setting as a laboratory for further understanding and developing personal and interpersonal skills. Conduct several small-group exercises to facilitate achieving objectives. Provide feedback to each student on progress in developing understanding and personal growth skills.

SPECIAL NOTE 1: This unit of instruction runs throughout the block to accomodate internalization of cognitive material presented on interpersonal communications.

SPECIAL NOTE 2: Personal growth, involving behavior and introspection, cannot always progress in lock step. Inevitably, emotions are generated causing interpersonal issues which must be resolved immediately. This necessity requires occasional deviation from the prescribed sequence or timing of structured experiences. Deviations from the approved schedule should be discussed with the instructor-supervisor.

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE Equal Opportunity and Treatment Drug and Alcohol Abuse Control
BLOCK NUMBER I	BLOCK TITLE Introduction to Social Actions

1 COURSE CONTENT	2 TIME

4. Personality Theory

a. Using Transactional Analysis (TA), identify the factor(s) which describe the formation and operation of the human personality in interpersonal relationships. STS: 7a Meas: W

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials
Born to Win (Optional)
TA in Brief (Optional)
SG A/B-I-4-9, Transactional Analysis

Audio-Visual Aid
35mm Slides, Transactional Analysis

Training Methods
Lecture (6 hrs)
Discussion (6 hrs)

Instructional Guidance
Introduce Transactional Analysis (TA). Describe the personality structure, games, and structural analysis. Discuss the TA model and its applications in dealing with people and their behavior. Emphasize the importance of understanding the motivation of one's own behavior, as well as others behavior in daily communications. Show how TA can be used as a tool for self-enrichment, personal growth, and the growth of others. Emphasize TA as one of many personality theories. Use small-group exercises to complete the learning experience. Caution students concerning the need for adequate preparation in using TA as a counseling technique.

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE Equal Opportunity and Treatment Drug and Alcohol Abuse Control
BLOCK NUMBER I	BLOCK TITLE Introduction to Social Actions

1 COURSE CONTENT	2 TIME

5. Psychology of Prejudice

a. Identify the forms of prejudice and discrimination, and ways of coping with each. STS: 6b Meas: W

SUPPORT MATERIALS AND GUIDANCE

Audio-Visual Aids
35mm Slides, Psychology of Prejudice
Video Tape, A Question of Color (Parts I and II)

Training Methods
Lecture (3.5 hrs)
Discussion (2.5 hrs)

Instructional Guidance
Define prejudice in its many forms. Define discrimination. Stress the causes, psychology, and manifestations of prejudice. Discuss the ways social prejudice is acted out and maintained in society. Emphasize the psychological effects of social prejudice in those victimized by it. Show video tape, A Question of Color (Part I). Process the tape, then show Part II and process it.

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment Drug and Alcohol Abuse Control

BLOCK NUMBER	BLOCK TITLE
I	Introduction to Social Actions

1 COURSE CONTENT	2 TIME

6. Cross-Cultural Differences and Difficulties

BLACKS

a. Identify historical and current political, socioeconomic events and attitudes which combine to share the frame of reference for Blacks in the United States of America today and make cross-cultural communication difficult. STS: 6a Meas: W

WOMEN

b. Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for women in the USA today and make cross-cultural communication difficult. STS: 6a Meas: W

NATIVE AMERICANS

c. Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for Native Americans in the USA today and make cross-cultural communication difficult. STS: 6a Meas: W

ASIAN AMERICANS

d. Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for Asian-Americans in the USA today and make cross-cultural communication difficult. STS: 6a Meas: W

HISPANIC AMERICANS

e. Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for Hispanic Americans in the USA today and make cross-cultural communication difficult. STS: 6a Meas: W

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WHITE ETHNICS

f. Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for white ethnics in the USA today and make cross-cultural communication difficult. STS: 6a Meas: W 5

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials

HO AB-I-6-10, Black Perspectives
HO AB-I-6-11, Asian Americans
HO AB-I-6-12, Native Americans
WS AB-I-6-13, Traditional American Values
HO AB-I-6-14, Guidelines for Equal Treatment of the Sexes
WS AB-I-6-16, Opinionnaire on Womanhood
WS AB-I-6-19, Authentic Relationship Exercise (Part I - Whites)
WS AB-I-6-20, Authentic Relationship Exercise (Part II - Blacks)
SG AB-I-6-21, Women
WS AB-I-6-22, Authentic Relationship Exercise (Part III - Whites)
HO AB-I-6-23, Black Issues
WS AB-I-6-24, Authentic Relationship Exercise (Part IV - Blacks)
HO AB-I-6-25, Hispanics
WS AB-I-6-26, Sexism Questionnaire

Audio-Visual Aids

35mm Slides, "Latinos"
35mm Slides, "Blacks"
35mm Slides, "Women"
35mm Slides, "White Ethnics"
16mm Film, "Guilty by Reason of Race" (FLC 7-0083, 55 min)
16mm Film, "Women's Prejudice Film" (FLC 23-0116, 18 min)
16mm Film, "The Matter With Me" (FLC-2186, 15 min)
35mm Slides, "Asian Americans"
35MM Slides, "Native Americans"

Training Methods

Lecture (17 hrs)
Discussion (11 hrs)

Instructional Guidance

Discuss the different value systems of the American cultural mix. Show how the melting-pot theory is really a myth. Point out the particular problems and sources of social tension within each mentioned minority group, based on cultural/sexual differences. Compare and contrast differences among the groups. Provide structured experiences/exercises to gain student involvement and commitment.

PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment

BLOCK NUMBER	BLOCK TITLE
II	EOT Introduction/Problem Recognition

1 COURSE CONTENT | 2 TIME

1. Group Management

a. In a series of small group structured experiences demonstrate interpersonal communication behaviors in accordance with the group management performance test.

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials
SG A-II-1-1, Group Management

WS A-II-1-6, Individual AAP Exercise Worksheet
WS A-II-1-7, Group Affirmative Actions Plan
WS A-II-1-8, Group Management Project
WS A-II-1-9, Self-Interaction Task-Observer Schedule
WS A-II-1-36, Group Growth Evaluations

Audio-Visual Aids
Flip Charts, Group Management

Training Methods
Lecture
Discussion ( )

Instructional Guidance
Stress the importance of effective management of groups in support of the Equal Opportunity and Treatment Program. Discuss the handouts and answer questions as appropriate. Conduct several small group exercises to facilutate achieving the objective. Use the small group setting as a laboratory for developing skills and improving understanding. Group participation involving behavior and introspection cannot always progress in lock step. Inevitably, emotions are generated causing interpersonal issues that must be resolved immediately. This requires occasional deviation from the prescribed sequence or timing of structured experiences.

NOTE: This unit of instruction runs throughout the remainder of the course. This objective is worked on during each hour of student performance; therefore, no specific hourly breakdown is feasible.

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NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment

BLOCK NUMBER	BLOCK TITLE
II	EOT Introduction/Problem Recognition

1 COURSE CONTENT	2 TIME

6. Values Clarification

From a list of statements, identify the basic needs of people, select those primary factors which shape a person's values, and the criteria for identifying a true value. STS: 6b Meas: W

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials
SG A-II-6-27, Values Clarification
HO A-II-6-28, Values Clarification
WS A-II-6-29, Values Clarification Worksheet

Audio-Visual Aids
35mm Slides, Values Clarification

Training Methods
Lecture
Discussion

Instructional Guidance
Emphasize the effects on one's values on his/her behavior through student participation in values clarification exercises.

7. Measurement Test and Critique

a. Block II Review

b. Measurement Test

c. Test Critique

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NAME OF INSTRUCTOR	COURSE TITLE Equal Opportunity and Treatment
BLOCK NUMBER III	BLOCK TITLE EOT Problem Resolution

1 COURSE CONTENT	2 TIME

1. Support System

a. Given a list of statements, identify the definition of support systems, their characteristics, and requirements for establishing meaningful working relationships.

b. Given a list of statements on support systems, identify support agency duties, responsibilities and relationships to Social Actions.

c. Given statements on pseudofolliculitis barbae, correctly select factors which predispose a person to pseudofolliculitis and identify preventive shaving methods.

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials

HO III-1-1, US District Court Order Enforcing Equal Opportunity in Housing

HO III-1-3, Support Systems
HO III-1-4, Pseudofolliculitis Barbe
HO III-1-5, Ineffective Military Personnel: A Psychiatric View
WS III-1-36, Pseudofolliculitis Barbe Quiz.

Audio-Visual Aids
35mm Slides, Support Systems
16mm Film, Saving Face (TF6735)

Training Methods
Lecture
Discussion

Instructional Guidance
Students should complete HO III-1-3, Support Systems; as a home work assignment. Use two group hours for group facilitators to conduct a guided discussion. Insure all questions are answered.

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NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment

BLOCK NUMBER	BLOCK TITLE
III	Problem Resolution

1 COURSE CONTENT	2 TIME

4. Interviewing Techniques

a. Given a role-play situation satisfactorily conduct an Initial Interview in accordance with the criteria listed in the Initial Interview Performance Test.
PT

b. Given a role-playing situation satisfactorily conduct a verification interview in accordance with the criteria listed in the Verification Interview techniques performance test.

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials

HO A-III-4-14, Interviewing Techniques

WS A-III-4-11, Helping Relationship Inventory

Audio-Visual Aids
35mm Slides, Interviewing Techniques

Training Methods
Lecture
Performance

Instructional Guidance
Identify the relationship between the two interviews and the complaint verification process. Introduce interviewing with the emphasis on the interviewer and the complainant responsibility. Stress the importance of obtaining the appropriate information during initial interviews. Explain the various channels available for resolving referral complaints. Allow ample time for student practice using simulated roles for each student in groups. Time will vary according to the number of students in each group. Evaluate each student's ability to conduct a successful interview.

1. Roles are attached for initial and verification interviewing practice. Roles for evaluation of interviewing are a controlled test item.

2. Provide each student with a copy of the appropriate checklist and

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SUPPORT MATERIAL (CONT)

explain grading procedure.

3. Give weaker students the opportunity for additional practice where applicable.

4. Personalize introduction/conclusion using the basic guidance provided.

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR

COURSE TITLE
Equal Opportunity and Treatment

BLOCK NUMBER
III

BLOCK TITLE
Program Management

1 COURSE CONTENT | 2 TIME

5. Problem Solving/Decision Making Process

a. Given information about problem solving, select the parts of a typical problem solving model, identify the common mistakes made by problem solvers, and identify the conditions that enhance effective problem solving.

b. Given information on decision making process, correctly identify the consequences which can occur from the use of these processes.

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials

WB A-III-5-33, Force Field Analysis
SG A-III-5-7, Problem Solving/Decision Making Process
WS A-III-5-8, Kerner Report Individual Worksheet

WS A-III-5-10, Decision Logic Development Exercise
WS A-III-5-29, Leadership Questionnaire
WS A-III-5-31, Leadership Style Profile Sheet

Audio-Visual Aids

35mm Slides, Flip Charts, Problem Solving
35mm Slides, Flip Charts, Decision Making

Training Methods

Lecture
Discussion

Instructional Guidance

Emphasize that many of the more complex problems encountered in EOT require the efforts of a variety of personnel. Explain that the model is one example of how a group may go about resolving a problem, and that it is not applicable to each and every situation. In small groups have student apply the model to problem situations and discuss their findings. Discuss the decision making process in a group setting. Point out the variety of decision making styles that are used by individuals and groups. Through exercises, provide students an exposure to the decision process in a group setting.

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PLAN OF INSTRUCTION/LESSON PLAN PART I

NAME OF INSTRUCTOR	COURSE TITLE
	Equal Opportunity and Treatment

BLOCK NUMBER	BLOCK TITLE
III	Program Management

1 COURSE CONTENT	2 TIME

6. Conflict Management

a. Given a role-playing situation, act as a third party consultant to identify and assist in resolving conflict IAW Conflict Management Performance Test.

SUPPORT MATERIALS AND GUIDANCE

Student Instructional Materials

Audio-Visual Aids
35mm Slides, Flip Chart, Conflict Management

Training Methods
Lecture
Discussion
Performance

Instructional Guidance
Stress the purpose of conflict management in the maintenance of effective human relations. Explain the role that EOT personnel play in the process. In a group situation, using structured experiences have students practice third party consultation. Debrief each exercise.

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PART II - TEACHING GUIDE

INTRODUCTION (5 Min)

ATTENTION

Most of the important decisions you make, or which are made about you, are made in small groups of two or more people. You grew up in a small group called a family. You learned in that group what to think and how to live in this world. From that family group, and later in a small group of friends, you picked up most of the things you know about how to interact with others. And so it goes, up to today. Today, we're going to learn about personal growth in a living laboratory setting.

MOTIVATION

To the degree that you are aware of and understand what is happening in small groups, you gain control over what is happening. You are no longer moved by forces outside of your awareness, but can use those aspects of the group to help you.

OVERVIEW

1. Discuss the ways groups influence us.

2. Discuss the effect of warmth and affection as they relate to personal development and mental illness.

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3. Discuss techniques for constructive and healthy interpersonal communication in the small group environment.

4. Discuss the meaning of the term, "group dynamics" and the basic psychosocial forces affecting group interaction.

5. Discuss the definition of a group's "content" and "process" and distinguish between the two.

6. Cover the organization and interpersonal communication PT requirements of the Personal Growth and Development Unit.

TRANSITION

BODY (19 Hours 45 Minutes)

PRESENTATION

2a. Identify essential background information concerning group influence and dynamics, and techniques for constructive and healthy interpersonal communication.

1. Ways that groups influence us.

a. Explain that a group influences us by affecting how we perceive ourselves and what we are.

(1) Family first influence through socialization process.

(2) Develop self-concept in family group.

(3) Peer groups influence us.

(4) Ethnic, regional, national, and other groups affect our self-image.

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b. Explain that a group influences us by affecting how we perceive others and their intentions.

(1) Who are the "good guys"?, "bad guys"; how do we know?

(2) We learn roles in groups - roles are sets of expectations.

(3) We learn norms, attitudes, stereotypes - and it is difficult to hold an idea different from your group.

c. Explain that a group influences us by affecting the structure and arrangement of our thought patterns.

(1) Differences in cultural conditioning cause differences in what you pay attention to, how you perceive or organize "reality" and ultimately, how you act toward others as a result of your perceptions.

(2) Differences in perceptions are influenced by minority/majority group which person is a member.

d. Explain that most learning and influence that occurs in groups happens through an unconcious learning process. We aren't really conscious that it is happening.

e. Explain that as a result of the 4 ways groups may influence us (listed above) even our basic of ideas may be changed or influenced. For example:

(1) Studies with small groups indicate group influence for such simple judgments as the relative length of two lines.

(2) Groups influence whether an object is moved and how far it is moved.

EVALUATION

1. What are four ways that groups influence us?

2. How can a group influence our self-concept?

3. How can the way we perceive others and their intentions affect our behavior toward others?

TRANSITION:

2. Relationship between the degree of warmth and affection expressed by institutions and families and mental illness.

a. Institutions:

(1) Explain that Skeels, Dye, and Spitz showed rather conclusively that in institutions, characterized by coldness, formality, efficiency and sterility, lacking warmth, love, and close, continuing physical contact, infants and children develop in intellectually and emotional immature ways.

(2) Explain that Goldfarb (1949) revealed that the coldness (lack of loving relationships) of the institutional program leads to temper tantrums, stealing, acting out, hostility, and inordinate demands for attention.

(3) Explain that numerous studies indicate that children learn much more and faster in schools which have teachers who are seen as warm, accepting, and empathetic (understanding).

b. **Families:**

(1) Explain that the homes of schizophrenic (crazy) patients are characterized by conflict and lack of warmth, when compared to normal households.

(2) Explain that parents of delinquent children are more rejecting and hostile to the children than in normal homes.

EVALUATION

1. How does coldness and formality affect children in institutions?

2. What is generally true about the parents of delinquent children?

3. Under what type of learning environment do children learn rapidly in school?

TRANSITION: The following techniques, if followed correctly, will assist you in developing healthy and effective interpersonal communication techniques in the small group setting. You will be expected to accomplish these techniques and will be given feedback on how well you do them both from your group and from your group facilitator.

3. Techniques for constructive and healthy interpersonal communication in the small group environment.

a. Discuss how group members can participate in the learning environment.

(1) Share thoughts - Tell the group what you are thinking.

(2) Share feelings - Tell the group how you feel during the group experience.

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b. Explain how to demonstrate an attentive, inquiring, and questioning orientation to the learning process.

(1) Being attentive - Pay attention to what's happening in the group now.

(2) Listening to others -

(a) Requires active listening.

(b) Avoid preparing defenses while others are talking.

(c) Refrain from qualifying behavior.

(3) Attend to issues at hand - Keep mental functioning focused on group experience.

c. Discuss how to accept feedback.

(1) Be open - Willing to listen even to negative criticism.

(2) Be non-defensive - Avoid qualification, explanations, or excuse of behavior such as "it's natural for me to sit like this."

(3) Stay in the "here and now" - Avoid mind wandering and talking about events outside the group.

d. Explain guidelines for providing feedback - Feedback should:

(1) Be specific (avoid personal attacks).

(2) Be timely (near to the event that occurred).

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(3) Be about behavior others can change (they have control over).

(4) Be personal expressions of his/her feelings about observed behaviors such as "I feel hurt when you mock me."

(5) Be validated when appropriate (check with other group members to see if their perceptions match yours).

e. Explain how to take responsibility for one's own behavior by offering statements showing ownership. When you make "you" statements or "one" - statements you disguise who is responsible for the opinion/feeling.

(1) Say "I think....." or I feel hurt, warm, etc.,

(2) rather than "you", "we" or "they" or "our".

f. Discuss how to differentiate between thoughts and feelings and become aware of behavior that:

(1) Expresses feelings -

(a) "I feel sad, good, badly, comfortable, angry etc."

(b) Be aware of thoughts disguised as feelings: "I feel like," "I feel that," I feel as if" etc.

(2) Expresses thoughts -

(a) "I think we should move on."

(b) "I believe we are tired."

g. Explain how to respond to "here-and-now" data.

(1) Speak about what is happening in the group experience - express your thoughts/feelings as they occur in the group.

(2) Avoid talking about "there-and-then" behavior. Events outside of the immediate group unless they have a direct relationship to what's happening now.

h. Explain how to demonstrate a respect for the feelings of others in the group when one's own feelings are not congruent with those expressed.

(1) Allow others to be different.

(2) Avoid criticizing others for expressing their feelings such as, "You have no right to be angry."

(3) Avoid questioning of others' expression of feelings such as, "Why don't you like it here?... Everyone else does."

i. Discuss methods of attempting to understand and reflect others' expression of feelings by:

(1) Showing empathy - "I can understand your feeling of lonliness, I feel lonely when no one seems to care."

(2) Acting as a mirror for others feelings - "You are feeling depressed, angry, etc."

j. Discuss how to reflect (summarize or clarify) ideas or suggestions offered by other group members.

(1) Put others' statements into your own words - "you think that we ought to........"

(2) Summarize - "You believe we should stop wasting time, share feelings and accomplish the task."

(3) Tell what you heard others' say - "What I hear you saying is.........."

TRANSITION: To understand how to function effectively in groups it is necessary to understand group dynamics and the difference between content and process of a group.

4. Meaning of the term "group dynamics" and the importance of understanding the dynamics of a group.

a. Explain that the dynamics of a group describe the forces and conditions in the group situation which are determining the behavior of the group and its members. These forces evolve from a variety of sources and conditions.

b. Explain that if we have an understanding of at least some of the principle social and psychological processes influencing a group at a particular time, we can direct our own behavior in relation to the group to increase the satisfaction and productivity of the group and its members.

c. Emphasize that group dynamics is not something that may or may not occur in a group. Every meeting, every group, every gathering of individuals has its own dynamics, its own pattern of forces. The following sources (conditions) of social-psychological forces affecting a group exist, in varying degrees, but are potentially present in any group situation.

(1) Group background - What each member brings to the group.

(2) Group participation patterns - high vs low participation, shifts in participation, silent members.

(3) Group communication patterns - Who talks to whom, who stimulates communication, do people talk directly or "skirt" issues.

(4) Group cohesion - The degree to which a group functions as a team, working relationships, acceptance of responsibility of a duty by group members and their willingness to work together to get the job done.

(5) Group atmosphere - Formality vs informality, friendly vs unfriendly, acceptance of differing points of view or not.

(6) Group standards - Norms, typical and accepted ways of behavior.

(7) Group procedures - Roberts rules of orders, who talks first, how decisions are made.

(8) Membership concerns - The degree to which group members seek reinforcement from the group.

(9) Leadership styles -

(a) Autocratic - Decisions authoritarian.

(b) Democratic - All decisions are discussed and made largely by concensus.

(c) Laissez-faire - Group has complete freedom in making decisions.

(10) Leadership

(a) Primary: Executive, coordinator planner, policy maker, expert, representative, giver of rewards and punishments, arbitrator, and mediator.

(b) Accessory: Example, symbol of group, substitute for individual responsibility, father-figure, or scape goat.

d. Emphasize that these are not independent conditions, but interdependent, interacting sources of the group dynamics and process.

e. Explain that following from an understanding of group dynamics, and in particular the awareness and recognition of the forces influencing a group, we can become more attuned to the group process -- how the group is functioning or how the group is going about its business.

EVALUATION

1. How can understanding the dynamics of a group help us?

2. What are some of the things which affect the dynamics of a group?

TRANSITION:

5. Define a group's "content" and "process" and distinguish between the two.

a. Explain that you have often heard, and at times given expression to your own abhorence of "another meeting," some common complaints being:

(1) They are a waste of time. We never accomplish anything.

(2) Anger at some members.

(3) Distrust of the leader's motivation.

(4) Being "bulldozed," "steamrolled," even "ripped-off."

b. Explain that conflict and apathy, when present and not dealt with, interfere with group functioning and accomplishment of group objectives.

c. Identify the two domains of group functioning (content and process).

(1) When we observe what a group is talking about, we are focusing on the content. The task which the group has to do may be to select, define, or solve:

(a) Problems at hand -- the problem objective, or

(b) "There-and-then" organizational concerns. "There-and-then" concerns are usually abstract, future- or past- oriented and do not involve us directly.

(c) The content of a group is what is being said or done.

(2) When we observe how the group is going about its task or problem-solving, we are focusing on the group process. We are looking at what our group is doing in the "here-and-now"; how it is working in the sense of its present procedures, organization, and decision-making processes.

(a) Looking at the process means to focus on how the group is going about its task. One of the easiest aspects of group process to observe is the pattern of communication.

1 Who talks, for how long, and how often?

2 Who do people look at when they talk?

3 Who talks after whom, or who interrupts whom?

4 What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

(b) An important aspect of group process is the group's maintenance procedures. A group must be kept in running order to do its tasks and accomplish its objectives. Maintenance processes include:

(1) Checking out the group atmosphere.

(2) Checking out whether the group is satisfied with its decision-making procedures.

(3) Encouraging people to contribute.

(4) Sensing and looking at the level of feeling in the group. (Is it tense, relaxed, apathetic?)

(5) Explaining what forces or conditions are presently contributing to the feeling level and group atmosphere.

d. If you focus on group maintenance and how the group is going about its tasks, you'll be focusing on process. After you finish a group task you may sit back and reflect on how you did what you did or "process" your accomplishments.

e. Explain that the complaints illustrated before are descriptive of the group's process. Apparently, we often feel freer to comment on the group process after we have departed the meeting, discussion, briefing, counseling, or negotiating session. If we take time to check out our observations of how the group is functioning with other members during the session, we can enhance group functioning and increase the effectiveness of our problem-solving processes.

f. In groups it will be very important for you to distinguish between content and process. You'll have to make switches back and forth.

g. We'll ask you to be a "participant conceptualizer" in which you are both a group member and participant, and one who notices how the group is going about doing what it is doing.

EVALUATION

1. What are the two domains of group functioning?

2. Give some examples of process in a group.

3. Give some examples of content in a group.

4. What is the basic difference between group content and process?

PRESENTATION

2b. CRITERION OBJECTIVE: In the small group setting, participate in a manner which demonstrates characteristics conducive to construction and healthy communication in accordance with the criteria listed on the Personal Growth and Professional Development Performance Test.

1. In the small groups, brief group members on evaluation procedures. Students will be given a progress evaluation on training day number five as to how well they are accomplishing the performance objectives for Personal Growth and Development; the final evaluation will be conducted on training day number nine.

2. Be aware that personal growth, involving behavior and introspection cannot always progress in lock step. Inevitably, emotions are generated causing interpersonal issues which must be resolved immediately, and this may require occasional deviation from the prescribed sequence or timing of structured experiences in Attachment #2.

3. Deviations from the PGPD schedule are permitted as long as you insure all group objectives are accomplished by the completion of training day number nine. Follow the schedule of structured experiences listed in Attachment 2 as closely as possible.

APPLICATION

See Attachment 2 and 3.

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SUMMARY

Restate the lesson objectives and highlight the main points.

REMOTIVATION

I am asking you, when you are in your groups, to become participants - "conceptualizers," observe how the group is functioning (while also being an active member in accomplishing the task) and share with your groups your thoughts and feelings, your perceptions. Increasing your awareness of sources and conditions of the social-psychological forces affecting your group is a beginning in increasing your enjoyment and satisfaction in being a member of a productive group. Groups are the laboratory at the Social Actions Training Branch. You'll get out of them as much as you invest. Try on new behaviors and see if they work for you. If they do you may choose to adopt these behaviors more permanently.

ASSIGNMENT

Give complementary technical training assignment, when appropriate.

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PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT SUMMARY

PGPD HOUR	METHOD	EXERCISE NUMBER	TASK	GROUP OBJECTIVES
1	Lecture		Present cognitive material	2a Influence of groups Necessity of warmth and affection for personal growth 2b Explanation of evaluation procedure and ATC Form 667
2	Lecture		Present cognitive material	2a Group dynamics Two domains of group functioning
3	Lecture Group	Film I	"Is It Always Right To Be Right" Introduction	Communication, self awareness, interpersonal awareness, risk taking, and listening techniques.
4	Group	II III IV	Mini-lecture Awareness scale exercise Mini-lecture (Johari Window)	Types of growth groups Self awareness and honesty Explain the process of growth
5	Lecture Group	Film	"Non-Verbal Agenda" Discussion (Film)	Explain how non-verbal hebavior affects interpersonal relations
6	Group	NIDA	Thoughts and Feelings	Differentiation between thoughts and feelings
7	Group	NIDA	Feedback	Explain how to give feedback, self-awareness, communication, risk-taking
8	Group	V	Open-ended statements	Communication, self-awareness, interpersonal awareness, and risk-taking
9	Group	VI	Positive self-stroking	Become aware of good things about self
10	Group	VII	The chit bag End-of-day-closure	Staying in the here and now Discuss and summarize day's activities

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT SUMMARY (CONT'D)

PGPD HOUR	METHOD	EXERCISE NUMBER	TASK	GROUP OBJECTIVES
11	Group	IX	Projection exercise	Become aware of expectations for period of the course
12	Group	X	Goals for personal development	Allow students to set their own goals for development
13	Group	XI	Group committment contract	To contract with the group what they expect to be willing to offer and contribute during the group
14	Group	XI	Group contract (Cont'd)	To contract with the group what the expect to be willing to offer and contribute during the group
15	Group		Mid-block feedback	
16	Group		Mid-block feedback	
17	Group		Optional exercises	Optional exercises (See Attachment 8)
18	Group	VIII	Sociometric Pointing	Crystalize feelings about others, become aware of others' perceptions and feelings of them, membership issues, modify behavior by guiding peer pressure
19	Group	XII	Group problem solving (lutts, mipps and wors or desert survial)	Study the sharing of information in a task orientated group
20	Group	XII	Group problem solving (Cont'd) summary	Study the sharing of information in a task orientated group. Summarize the process of the day's activities
21	Group		Optional exercises	Optional exercises (See Attachment 8)
22	Group		Optional exercises	Optional exercises (See Attachment 8)
23	Group		End of block feedback	Give final rating on performance
24	Group		End of block feedback	Test criterion checklist, and use exercises to close group

APPLICATION

EXERCISE I

INTRODUCTION EXERCISE

OBJECTIVES: Communication; self-awareness; interpersonal awareness; risk-taking and listening techniques

TIME REQUIRED: Approximately 1 hour

PROCESS:

1. Have all members get as relaxed as possible in the group setting.

a. Tell them to close their eyes.

b. Tell them to take a deep breath and release it very slowly.

c. Make sure everyone is relaxed before beginning.

2. Inform the group members that they are going to remember things about their past, or that you are going to lead them through a fantasy trip. (Watch for the members' reactions.)

3. Begin talking them through the trip. (Talk softly and take your time.)

a. Ask them to go back into their past — as far back as they can remember. Ask them:

(1) What is the first thing you can remember?

(2) Can you see yourself? If so, what did you look like?

(3) How old were you?

(4) Can you remember the first good thing that ever happened to you?

(5) What had you done or said to deserve this good thing?

(6) What did you like about yourself at that age?

b. Ask them anything else that you think would be appropriate at this point, remember to take your time, and encourage the members to think of the GOOD things not the negative things about their past.

c. Request that they move a little further into the present-have them think about their teenage years. Ask them:

(1) What did you do to have fun?

(2) What kind of person were you at the time?

(3) What did you like most about yourself?

(4) What were your goals when you were in high school - what did you want to be?

d. Ask them anything that would be beneficial to the exercise at this point. Remember to observe the facial expressions and non-verbal communication to make sure all of the group members are at, or close to, the point that you are.

e. Tell them that it is time to move a bit further, and take a look at the most recent person that they are. Ask them:

(1) What kind of person do you feel you are today?

(2) What do you do to have fun?

(3) Who are you most often with when you are having fun?

(4) Take a quick glance at yourself, and get in touch with all the things that you like about yourself.

f. Ask any other questions that you feel are important at this point.

g. Tell them that when they have gotten in touch with all of those good things about themselves, they then should open their eyes. Tell them to take their time. Remember to keep observing their facial and non-verbal expressions, to see that all of the group members are at the same point or not having difficulty getting back into the present. (Some students may spend more time remembering one point of their life and not progress with the group.)

4. When everyone has their eyes opened, have them look around

the room at their fellow group members and select the one person that they would most want to get to know. Inform them that they will share some of the memories that they just got in touch with, with that person. Give them time to do this.

5. After the group members have paired-off, have them share with their partners the most important things that they remembered. You should at this point give them a time limit for each person to respond.

6. Upon completion of their conversation, or the time limit, have them place their chairs in a circle leaving one chair vacant.

7. Ask for a volunteer to sit in the vacant chair. When the person sits have his/her partner introduce the person to the group. The person doing the introducing should speak in the first person, with his/her hands on the person's shoulders. (Example of the first person is....I am (other person's name), and I remembered....)

8. This is done until everyone has been introduced.....

9. Lead the group into a discussion of the exercise.

a. Discuss the difficulty/ease of some people to get in touch with their past.

b. Discuss the difficulty/ease of individuals to get in touch with good things rather than the negative.

c. Ask the person that has volunteered to be first what his/her feelings were.

d. Discuss the feelings that the group members had when having to introduce their partner using the first person "I".

e. Ask the group members to share with the group what they learned, if anything, during this exercise.

f. Allow the group members to add-on to or clarify any point that their partners may have shared with the group.

g. If you made any observations, while the group exercise was in progress, that you would like to share or bring up as discussion points, do so now.

10. You should again state the objectives of the exercise using examples of how these objectives were accomplished by the group

TYPES OF GROWTH GROUPS

GROUP TYPE / DIMENSION	TRAINING	ENCOUNTER	MARATHON	THERAPY	COUNSELING
GOALS	To Develop Awareness and Skill-Bldg.	To Develop Awareness and Genuineness	To Break Down Defenses	To Increase Coping	To Develop Effective Planning Skills
TIME ORIENTATION	Here and Now	Here and Now Plus	Here and Now Plus	Past and Present	Present and Future
SETTING	Education, Business	All Over	All Over	Clinical	Educational
ROLE OF FACILITATOR	Model and Scan	Model and Confront	Confront Aggressively	Treat	Facilitate Group Helpfulness
CLIENTELE	"Normals"	Anyone	Anyone	Persons Deficient In Coping	"Normals"

For additional information to include in your minilecture, consult University Associates, 1972 Annual Handbook for Group Facilitators, page 145.

EXERCISE III

AWARENESS SCALE EXERCISE

OBJECTIVES: Self-awareness and honesty

TIME REQUIRED: Approximately 15 minutes

PROCESS

1. Have the students draw a scale on a 5 x 6 card. (You should have the cards and extra pencils on hand.)

Example: 1 1 1 1 1 1
1 2 3 4 5 6

2. Inform students that they are to rate themselves from 1 to 6, using this scale. You will then give the criteria that they should use. (Place an x on where they think they are.)

    a. Ability to give and receive feedback.

    b. Willingness to take risks.

    c. Acceptance of others for what they are and want to be.

    d. Ability to distinguish between feelings and thoughts.

3. Tell the students that when rating themselves to consider:

    a. 1 to be that they are aware of themselves and have no room for more personal growth.

    b. 6 being that they have very little self-awareness.

    c. 2 thru 5 are the steps of improvement in personal growth.

4. Inform the students that these are their personal property, that they may use these later to see if they feel that they have grown any.

EXERCISE IV

THE JOHARI WINDOW

OBJECTIVES: To explain to students the process of growth

TIME REQUIRED: Approximately 15 minutes

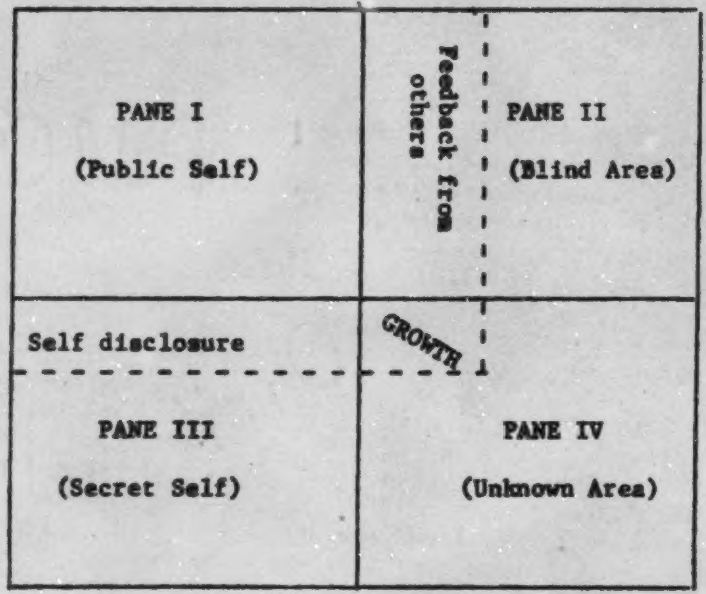
PROCESS

1. Explain to the students that the concept of the Johari Window is an excellent way of graphically visualizing the relationship between individuals. It's simply a window with four panes. The four panes represent the whole person in relation to others.

2. Explain the four panes as follows:

PANE I - Public Self Behavior known to self and others. Shows extent that person can giv and take. The larger this area, the greater is the person's contact with reality.	**PANE II - Blind Area** Behavior not known to self but readily apparent to others. gestures/facial expressions, excessive tendency to dominate others. Most people's Pane II is larger than they think.
PANE III - Secret Self Behavior which is open to self but kept away from other people. Often referred to as a person's Hidden Agenda.	**PANE IV - Unknown Area** Behavior not known to the individual nor to others. We know this pane exists because from time to time we discover new behavior which was really there all along.

3. Explain to the students that by sharing some of their secret self, and by accepting some feedback about their blind area, some of their unknown pane would then become a part of their public self. This process is called PERSONAL GROWTH.


PANE I
(Public Self)
Feedback from others
PANE II
(Blind Area)
Self disclosure
GROWTH
PANE III
(Secret Self)
PANE IV
(Unknown Area)

4. At this point use examples or any additional information that you as a facilitator, feel would further explain the process of growth.

5. It might be well to emphasize that the above may also be applicable to a variety of groups and organizations as well as to individual relationships.

NIDA EXERCISE

OBJECTIVE: To help students differentiate between and become aware of behavior that:

1. Expresses feelings
2. Expresses thoughts

Time Required: Approximately 1 hour.

Process:

1. Begin mini-lecture (see Atch #4)

2. Introduce the exercise by explaining to the students that they will be fantasizing some situations that you will give them. At the end of each fantasy, the students will write the situation, symptoms, and feelings involved. After all three fantasies, the students will go into dyads or triads, depending on group size, to discuss the situations, symptoms, and feeling of their fantasies.

3. Begin with the fantasy situations:

   a. Situation #1: "You're drinking late one dark and cloudy night and your car stops and you can't get it started again. As you look around, you notice that there is no other traffic. You're not far from home so you decide to walk. As you walk, you start to notice how alone you are, and suddenly the person you are most afraid of pops in front of you and says in a really mean voice, 'Hold it right there!'" Have students come back to room (leave fantasy) and write down (paraphrase) the situation, the body symptoms, and the feelings they felt.

   b. Situation #2: "As you become relaxed you find that you are in a pleasant place, a place where you feel most comfortable. (Pause about one minute) Very near you is the person you want to be with the most. Stay with that person and do what you want to do with that person. (Pause a few minutes)". Have students come back to the room (leave fantasy) and again paraphrase what was happening with them.

4. After students have finished writing, divide the group into dyads (or triads, depending on group size) and have students discuss the situation, the body symptoms, and feelings they had during their fantasies. Allow about five minutes per student for the discussions.

5. After the discussions, have the students return to the large group and process the exercise. Facilitator should focus on the exercise objectives.

   a. Ask students what differences between thoughts and feelings did they experience.

b. What feeling words did they use to describe how they felt.

c. Facilitator gives his/her observations of group.

6. Summarize the exercise emphasizing new learning the students may/should have gotten from the experience.

NIDA EXERCISE

Giving Feedback

OBJECTIVE: This exercise will:

1. Provide an opportunity for students to give appropriate feedback.
2. Promote self-awareness and risk-taking.
3. Practice listening skills.

Time Required: Approximately 1 hour.

Process:

1. Begin mini-lecture (see Atch #6)

2. Introduce the exercise by explaining that the group will be divided into dyads (or triads depending on group size). Each dyad will have five (5) minutes to share their answers to questions asked by the facilitator. During the sharing, students are to keep in mind and use the guidelines for feedback in small groups.

3. Have group move into dyads, ideally with someone whom they have not interacted.

4. Remind students that they will have 5 minutes to answer the following questions:

    a. Why are you here?

    b. What do you expect to happen during the course?

    c. What do you expect to get for yourself while you are in the course?

    d. How can you get those things for yourself?

    e. How can you not get those things for yourself?

(Facilitators may add or delete questions as they think appropriate.)

5. After questions are asked, have the students return to the large group and process the exercise.

6. Facilitators should focus on the exercise objectives. Ask students to share:

    a. Ease/difficulty in listening

    b. Ease/difficulty in giving feedback on what they heard.

    c. Any new learning they got from the exercise.

7. Summarize by reemphasizing the objectives.

EXERCISE V

OPEN-ENDED STATEMENTS

OBJECTIVES: Communication, self-awareness, interpersonal awareness and risk-taking

TIME REQUIRED: Approximately 50 minutes

PROCESS

1. Instruct students to complete the sentences that you begin.

2. Have them get into dyads, ideally with someone that they have not had a chance to talk to.

3. Again inform the students to complete your statements. Some suggested statements are:

   a. When I am in a new group I....

   b. When I am feeling anxious in a new situation, I usually....

   c. Right now I'm feeling....

   d. When I think about the future, I see myself....

   e. I am happiest when....

   f. When I am rejected I usually....

   g. The thing that turns me off the most is....

   h. Right now this experience is making me feel....

   i. The thing I like best about you is....

4. Set up time limit for each discussion. You may want the dyads to change with each statement.

5. Other statements that can be used are found in Volume I Handbook (Exercise 21) of Jones and Pfeifer. Any that you may see suitable can be used.

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6. It is suggested that you alternate the statements from non-threating to statements that are more risk-taking.

7. Upon completion of the exercise, if time permits, explain that through this exercise they shared some parts of their secret self (explained in the Johari Window Exercise), therefore, the group itself has began to grow.

EXERCISE VI

POSITIVE SELF-STROKING

OBJECTIVES: To give students an opportunity to get in touch with the GOOD things about themselves.

To gain insights into concepts of self and others.

TIME REQUIRED: Approximately 1 hour

PROCESS

1. Break group into dyads.

2. Set time limit for conversations.

3. Instruct the students to share with their partners all the good things about themselves. Statements that they feel make them different from others, have them share their greatest strengths.

4. You may want to change dyads. Other possibilities would be to have one person unable to give the other feedback.

5. Upon completion of the exercise some things to discuss would be:

   a. The comfort/uncomfort of talking positively about themselves.

   b. The possibility of their exaggerating just a bit, during the exercise.

   c. Ask several students how often they take time to talk about themselves.

   d. Inquire about the possibility of some to be more at ease talking to one person compared to others.

   e. Ask several students what their feeling about the exercise was.

DISCUSSION

LUNCH-TIME GROUP CLOSURE

OBJECTIVE: To discuss the morning's activities

TIME REQUIRED: Approximately 10 minutes

PROCESS

1. Ask each student what he/she thought and felt about the morning activities. Direct questions to those who were quieter than the others.

2. Summarize the morning by re-emphasizing the exercises an their objectives. Remember to state how the group accomplis the objectives.

3. Discuss anything unique that happened in the group, makin sure you are aware of the remaining time.

4. Stroke the group members for their participation.

5. Re-motivate the group members to continue participation i the group exercises.

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EXERCISE VII

THE CHIT BAG

OBJECTIVE: To have each student identify situations he/she is concerned with that cannot be dealt with during the time he/she is in school. Putting those things away will enable the person to deal with the here-and-now.

TIME REQUIRED: Approximately 45 minutes

PROCESS

1. For this exercise you will need to have paper bags on hand.

2. Ask the students to move their chairs to a place in the room where they are most alone, without the influence of others and without influencing others.

3. Prepare students to go on a fantasy trip. This will be mandatory. Have them close their eyes and take a deep breath and relax.

4. Guide the fantasy trip using your own judgment for starting points, intermediate points, etc....

   a. Instruct the students to get into their own heads, and find a pleasant situation just before they left home on the trip to Lackland. They may have been relaxing with their family or friends involved in solving some last minute situation, maybe just relaxing. Have them stay there for a moment and try to relive that time. (Pause for about 20-30 seconds)

   b. Have them think back to their final hour at the office, ask them what sort of things were happening...with whom?... what, if anything are they still carrying with them now... Ask them what they are mainly concerned with back at the office.

   c. Tell them to move again, and say good-bye to the people in the office...their families and friends...and begin the trip to Lackland.

   d. Inform them what they are now arriving at Lackland. Ask them what sort of things are happening?...Who are they upset with?...Why?...Are you excited about anything?...What have you forgotten to do, if anything?...

e. Ask them to take a minute and review their short fantasy and get in touch with some things that may be on their minds right at this time, that they left behind unfinished. (Pause about 1 minute for them to review fantasy and organize their thoughts.)

f. Tell them to move back to the present, when they have done this to open their eyes. (Wait for everyone to open their eyes, maintain silence until that time.)

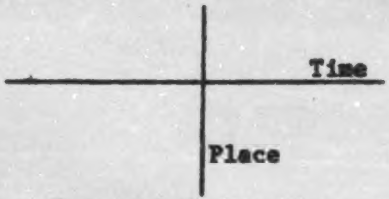
5. Have students find a partner, someone they feel they can share their fantasy with, and move to that person. They should move their chairs to a comfortable place, away from others as much as possible.

6. Distribute one paper bag to each student. Instruct them to write their name on the bag, and then exchange bags with their partner.

7. Designate members of the dyads as 1 and 2, or A and B. Have the "listening" partner hold the bag of the speaker. Bag will be open and in front of the speaker.

8. Explain that we are symbolically going to "put things away" that will interfere with student progress at the school, and that cannot be confronted until the student returns to his/her home base. Ask students to be as honest and open as possible.

9. After both students have exchanged data (you should have set a time limit), explain the transactional analysis "here-and-now" grid.



10. For our purposes, Here-and-Now can be considered as:

a. This moment at this place.

b. This time span (9 weeks) at Lackland.

11. Explain to the students that the importance of this consideration is this: Often times people are actually upset, not with what is happening to them "here-and-now", but rather with some situation that is not even remotely associated with our interaction here and at this moment.

Example: The person who walks around upset all the time because of the Viet Nam war, etc....

12. Explain that each of us has the power to screen things out of our consciousness, and refuse to allow them to influence the moment we are living now. This was much of the reason for the exercise we have just completed.

13. Explain that if people would accept the fact that they cannot have any effect on the situations that they placed in the "Chit Bag" then those items would not interfere with their interactions during this course.

14. Have them make a contract with their partner, to keep each other in the "here-and-now".

EXERCISE VIII

SOCIOMETRIC POINTING

OBJECTIVES: To help students crystallize their feelings about others.
To become aware of others' perceptions of them.
To hear these feelings expressed openly.
To deal with issues concerning membership in groups.
To modify a students' behavior by positively guiding peer pressure.

TIME REQUIRED: Approximately 1 hour

PROCESS

1. Have students observe where everyone is sitting. They should at this time be sitting in a circle.

2. Have students close their eyes.

3. Ask students to keep their eyes closed and point to the person in the group that best suits the criteria that you present. They should keep their eyes closed so that their decisions will not be influenced by others.

4. Instruct the students to keep pointing, and their eyes closed, until you inform them to put them down.

5. Some questions that set criterias for selection are:

   a. Who seems most involved in the group?

   b. Who has said the thing today that had the greatest impact on you?

   c. Who would you like to hear more from?

   d. Who would you like for a friend, from the little you know about everyone here?

   e. Ask any other questions that you think suitable at this time.

6. After everyone has put hands down, instruct them to open their eyes.

7. Have each student tell the person to whom they pointed why they do so. Insure that they speak to that person and not about the person. Do this for each statement.

8. Discuss the dynamics of the exercise.

a. Having to make a decision when you wanted to chose more than one person.

b. Ask persons that were selected most often/least often what their feelings are.

c. Anything else that happened within your group that would be beneficial discussing.

DISCUSSION

UNFINISHED BUSINESS

OBJECTIVE: To allow students the chance to discuss anything that is bothering them, if it is related to the group's activities of the day.

TIME REQUIRED: Approximately 10 minutes

PROCESS:

1. Ask students if there was some opportunity to say something nice, or otherwise, that they passed up that they would like to take now.

2. If something comes up that you don't have time to deal with or that you feel would be better suited later - pin it on the bulletin board to be discussed later.

DISCUSSION

END-OF-DAY GROUP CLOSURE

OBJECTIVE: To discuss the day's activities

TIME REQUIRED: Approximately 10 minutes

PROCESS

1. Ask each student what he/she thought and felt about the activities of the day. Direct questions to those who were quieter than the others.

2. Summarize the day, by discussing the activities of the afternoon and quickly mentioning the morning activities.

3. Stroke the group members for their participation

EXERCISE IX

PROJECTION EXERCISE

OBJECTIVE: To have students get in touch with their expectations of the course and their nine week stay in San Antonio.

TIME REQUIRED: Approximately 1 hour

PROCESS

1. Invite the group members to go on a fantasy trip.

2. Tell those that are willing to close their eyes and relax.

3. Have them take several deep breaths and release them slowly.

4. Instruct them to get in touch with themselves and what they are feeling.

5. Tell them to fantasize leaving this school in 9 weeks.

   a. Driving away in their car or on their way to the airport.

   b. It is quite, and they're thinking back over the experience of the school. Ask them to relive the groups, lectures, and other experiences.

   c. Ask them to get in touch with how they feel. Are they satisfied or not? Do they wish something would have happened that didn't? How do they feel about themselves?

6. After they have gotten in touch with all of these things, have them open their eyes. Tell them that you will know when they are ready to come back to the here and now when everyone has their eyes open.

7. When everyone opens their eyes, ask them to take their time and get in touch with their feelings about going on the fantasy trip at all.

8. Ask if anyone had bad feelings. If there are students who did, select one that you perceive to be willing to share his

experience with the group, ask them if they would be willing to share what that bad feeling was.

9. Some questions you might ask those persons who are willing to share would be:

    a. Do you often feel like this?

    b. What could you do to make this experience end better?

    c. Since it is your fantasy, would you be willing to change it and give the fantasy a better ending? (If the answer is yes, give the person time to think about it and return to his/her fantasy and change it.)

10. Stroke the participating group members for taking part in their fantasy.

11. Stroke those group members who shared their feelings about their fantasy.

12. Don't forget to ask those who had good feelings to share with the group also.

13. Since the exercise was voluntary, you may want to ask those who did not participate why they didn't.

14. Stroke those persons who did not participate, for making a choice not to participate.

EXERCISE X

GOALS FOR PERSONAL DEVELOPMENT

OBJECTIVE: Students set their own goals for development

TIME REQUIRED: Approximately 50 minutes

PROCESS:

1. Have students complete the Goals for Personal Development Handout.

2. Each student should pay close attention to item 3 of the handout.

3. Divide students into dyads and have them share their goals with each other. Items to discuss would be:

    a. Reason for selecting that goal

    b. How he/she intends to change

    c. How will the other person know when he/she has changed

4. Suggest to students that they keep this handout, to use later, for personal feedback (How have I accomplished this goal?)

Social Actions Training Branch
LACKLAND AIR FORCE BASE, TEXAS

LP AA/BB-I-2 (3) 56
1 August 1978

GOALS FOR PERSONAL DEVELOPMENT

NAME______________________________

DATE______________________________

This form is to help you think about various aspects of yourself, your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, which ones you should do less and how you predict others will perceive you as doing or not doing in the lab. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less	Others will see me as: doing/not doing
1. Telling others what I think				
2. Being understood				
3. Understanding others				
4. Drawing others out				
5. Listening alertly				
6. ________________				
Observation Skills				
1. Noting tension in group				
2. Noting who talks to whom				

Supersedes WS AB-I-2-6, 2 March 1978

	Doing all right	Need to do it more	Need to do it less	Others will see me as: doing/not doing
3. Understanding others				
4. Sensing feelings of individuals				
5. Noting who is being "left out"				
6. Noting reaction to my comments				
7. Noting when group avoids a topic				
8. ____________________				
Problem-solving skills				
1. Stating problems or goals				
2. Asking for ideas, opinions				
3. Giving ideas				
4. Evaluating ideas critically				
5. Summarizing discussion				
6. Clarifying issues				
7. ____________________				
Morale-building skills				
1. Showing interest				
2. Working to keep people from being ignored				
3. Harmonizing, helping people reach agreement				
4. Reducing tension				
5. Upholding rights of individuals in the face of group pressure.				
6. Expressing praise or appreciation				
7. ____________________				

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less	Others will see me as; Doing/not doing
1. Telling others what I feel				
2. Hiding my emotions				
3. Disagreeing openly				
4. Expressing warm feelings				
5. Expressing gratitude				
6. Expressing anger				
7.				
Ability to face and accept emotional situations				
1. Being able to face conflict, anger				
2. Being able to face closeness, affection				
3. Being able to face dissappointment				
4. Being able to stand silence				
5. Being able to stand tension				
6.				
Social Relationships				
1. Competing to outdo others				
2. Acting dominant towards others				
3. Trusting others				
4. Being helpful				
5. Being protective				
6. Calling attention to one's self				
7.				

EXERCISE XI

GROUP COMMITTMENT CONTRACT

OBJECTIVE: To allow students to share their expectations of the course and the small group activities, and also to share their potential contributions to the group and to the course. Each student will be encouraged to "brainstrom" the two categories, exceptations and contributions, and through a process of elimination, arrive at a few important subjects under each heading.

MATERIALS: 8"x10" paper; 5"x8"Cards and pen or pencil

TIME REQUIRED: Approximately 2 hours.

PROCESS:

1. Instruct each student to take a sheet of paper and write "Expectations", on the top of it. Have them:

   a. Think of the nine weeks ahead, visualize some of the types of activities that will help you accomplish what you hope to accomplish while you are here.

   b. Visualize, also some events that may cause you some anxiety.

2. Write those things on the paper entitled expectations.

3. Label the other side of the paper "Contributions".

   a. Visualize areas where you can make some sort of contribution to the course and the other group members.

   b. Write down your contibutions, no matter how silly they may seem to you.

4. Instructors - look for feelings of anxiety, comfort, superiority, etc... ncourage students to share their fantasy of the next 9 weeks.

5. Divide students into dyads-exchange lists and discuss them with each other.

6. Instruct each dyad to reduce their composite list a maximum of five items under each category(both should agree on the 5).

7. Instructors should use WS, "What to Look for in Groups" to structure their feedback to students.

EXERCISE XII
GROUP PROBLEM-SOLVING
(LUTTS AND MIPPS)

OBJECTIVES: To study the sharing of information in a task-oriented group.

To focus on cooperation in group problem-solving.

To observe the emergence of leadership behavior in group problem-solving.

TIME REQUIRED: Approximately forty-five minutes

MATERIALS: Copies of the Lutts and Mipps Instructions Form for all participants.

A set of Lutts and Mipps Information Cards for each group(26 cards in a set.)

Copies of the Lutts and Mipps Reactions Form for all participants

Pencil and paper for each participant

PROCESS:

1. Lutts and Mipps Instructions Forms are distributed.

2. After participants have had time to read the instruction sheet, the facilitator distributes a set of Lutts and Mipps Information Cards randomly among the members of each group. Participants begin their task.

3. After about twenty minutes, the facilitator interrupts and distributes the Reaction Forms, which are to be completed individually.

4. The facilitator leads a discussion of the problem-solving activity, focusing on information-processing and the sharing of leadership in task situations. Group members are encouraged to share data from their reaction forms.

SOLUTION: 23/30 wors

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LUTTS AND MIPPS INSTRUCTIONS FORM

Pretend that lutts and mipps represent a new way of measuring distance and that dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through Town B and Town C, to Town D.

The task of your group is to determine how many wors the entire trip took. You have twenty minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task. You may share this information orally, but you must keep your cards in your hands throughout the task.

LUTTS AND MIPPS REACTIONS FORM

1. Whose participation was most helpful in the accomplishment of the task?

2. What behavior was helpful?

3. Whose participation seemed to hinder the accomplishment of the task?

4. What behavior seemed to be a hindrance?

5. What feeling reactions did you experience during the problem-solving exercise?

6. What role(s) did you play in the group?

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INTRODUCTION

ATTENTION: (As appropriate)

MOTIVATION:

As counselors, we will find that many of our clients/patients will not be in touch with their feelings. Part of our jobs will be to help those clients/patients become aware of and deal with their feelings. Today you will have an opportunity to explore your feelings. By becoming aware of and being able to deal with our feelings we will be better able to help our clients in dealing with their feelings.

OVERVIETo do this we will be focusing on one way we respond to the world we live in, namely feelings.

BODY

1. Explain that in order to look at feelings it is important that we define some of the concepts people confuse with feelings, such as symptoms, situations and sources.

a. Define situations as the events, settings, times, places and people that make up an experience or story. Examples of situations are:

(1) Getting a present from a friend.

Instructor may ask students for other example.

(2) Getting a 9 APR or a 1 OER.

(3) Being with someone you like.

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(4) Being at the Drug/Alcohol or EOT school.

Instructor may ask student for other examples.

b. Define symptoms as the physiological responses (i.e. things your body does) that tell you how you're reacting to a situation. For example:

(1) You smile

(2) You cry

(3) Your stomach has butterflies

(4) Your heart beats hard.

(5) Your mouth hangs open.

c. Define sources as the concerns, situations, or persons that have stimulated the feeling.

(1) Feelings are a response or reaction to something in our experience. Sources and situations are very similar.

(2) Feelings can be a reaction to:

a Events, places, people or other things outside ourselves;

b Something inside ourselves, such as physical discomfort or pleasure, fantasies, or another feeling.

d. Define feelings as the emotions that are experienced in a given situation.

(1) Feelings are described word labels. For example, we can feel angry, sad, happy, hurt, excited, frustrated, etc.

See Atch #5 for other examples.

CONCLUSION

SUMMARY

Restate the main points of the lesson.

1. Definition of:
   - a. Situations
   - b. Symptons
   - c. Sources
   - d. Feelings

REMOTIVATION

Remember that as counselors we must be able to recognize and differentiate between our thoughts and feelings. By doing this, we will be better able to help our clients/patients make the same differentiation for themselves.

CLOSURE

(As appropriate)

FEELING WORDS

abandoned
absent-minded
accepted
achy
active
actualized
adamant
adaptable
adequate
adored
adventurous
affected
affectionate
afraid
aggravated
aggressive
agreeable
aglow
agony
alert
alive
alluring
almighty
aloof
ambitious
ambivalent
amused
angry
annoyed
anxious
apathetic
appreciative
apprehensive
apologetic
argumentative
aroused
arrogant
artistic
ashamed
assertive
astonished
astounded
attached
attractive
awed
awkward
======
bad
badgered
battered
beautiful
beaten
bereaved
betrayed
bitchy
bitter
blah
blissful
boastful
bold
bored
bossy
bothered
bottled up
boxed in
brave
broken up
bruised
bubbly
burdened
======
caged
callous
calm
capable
captivated
carefree
careless
caring
cautious
certain
challenged
changeable
charmed
cheated
cheerful
cherished
childish
civilized
clear
clever
close
closed
coarse
cold
combative
comfortable
common
competent
competitive
complacent
complaining
complete
concerned
condemned
confident
conflicted
confused
conspicuous
conscientious
conservative
considerate

consumed
contented
contrite
conventional
cool
cooperative
cornered
courageous
cowardly
crabby
cranky
crappy
crazy
cruel
crushed
cuddly
curious
cynical
======
damned
daring
deceitful
deceived
defeated
defensive
deflated
degraded
dejected
delighted
demanding
demeaned
demoralized
dependable
dependent
depressed
deprived
deserted
desirous
despair
desperate
despondent
desolate
destroyed
destructive
determined
devoted
different
diffident
dignified
diminished
dirty
disappointed
discontented
discouraged
discreet
disdain
disgraced
disgusted
dismal
disorderly
disorganized
dissatisfied
distracted
distraught
distressed
distrustful
disturbed
divided
dominant
dominated
domineering
doomed
doubtful
down
drained
dreary
dubious
dull
======
eager
ecstatic
edgy
effeminate
efficient
egotistical
electrified
embarrassed
emotional
empathic
empty
enchanted
encouraged
energetic
enervated
enraged
enterprising
enthusiastic
envious
evasive
evil
exasperated
excited
exhausted
exposed
exuberant
======
fair
falling apart
fantastic
fascinated
fatherly
fawning

fear
fearful
feminine
fidgety
flattered
floating
flustered
foolish
forceful
foresighted
forgetful
forgiving
forlorn
formal
forsaken
fortunate
forward
frank
frantic
free
friendly
frightened
frivolous
frozen
frustrated
full
funny
furious
fussy
======
generous
gentle
genuine
giddy
giving
glad
gleeful
gloomy
glowing
good
grateful
gratified
greedy
grief
grim
groovy
grouchy
guarded
guilty
gullible
======
happy
hard
hard-headed
hasty
hassled
hate
hateful
headstrong
heavenly
heavy
helpful
helpless
hemmed in
hesitant
high
hollow
homesick
honest
honored
horrible
horrified
hostile
humiliated
humorless
humorous
hurried
hurt
hyper
hysterical
======
idealistic
ignorant
ignored
imaginative
immature
immobilized
immortal
impatient
important
imposed upon
impotent
impressed
incompetent
incomplete
independent
indifferent
industrious
infantile
infatuated
informal
infuriated
ingenuous
inhibited
inspired
insecure
insignificant
insulted
intelligent
interested
intimate
intimidated

intolerant
inventive
involved
irked
irresponsible
irritable
irritated
isolated
======
jammed up
jealous
jittery
jolly
joyous
judged
jumpy
======
keen
keyed up
kinky
kind
======
laconic
lazy
lecherous
left out
leisurely
let down
licentious
light
little
lively
logical
lonely
longing
loose
loud
loving
low
loyal
lustful
======
mad
malicious
masculine
mature
maudlin
mean
meek
melancholy
mild
mischievous
miserable
mixed up
modest
moody
motherly
mournful
mystical
mystified
======
nasty
natural
naughty
nervous
nice
noisy
nostalgic
numb
nutty
======
obliging
obnoxious
obsessed
odd
offended
omnipotent
open
on edge
opposed
optimistic
organized
out of control
outraged
outspoken
outgoing
overburdened
overjoyed
overwhelmed
======
pain
pampered
panic
parsimonious
paralyzed
patient
peaceful
peculiar
peeved
persecuted
persistent
pessimistic
petrified
pitiful
pity
pissed
phony
pleasant
pleased
poised
polished
potent

powerful
powerless
praiseworthy
precarious
precise
prejudged
preoccupied
pressured
pretty
prim
prissy
progressive
proud
prudish
pulled apart
put down
puzzled

======

quarrelsome
queasy
queer
quiet

======

rational
rattled
realistic
reasonable
rebellious
reckless
reflective
refreshed
rejected
relaxed
reliable
relieved
remorseful
renewed
repulsed
resentful
reserved
resourceful
respected
responsible
responsive
restless
retiring
reverent
revengeful
revived
rewarded
righteous
rigid
robbed
rotten
rude
ruined

======

sad
safe
sarcastic
sated
satisfied
scared
screwed (up)
secure
self-centered
self-conscious
self-confident
selfish
sensitive
sentimental
separate
serious
servile
settled
severe
sexy
shaky
shallow
sharp
shattered
shiftless
shocked
shook up
show-off
shrewd
shy
sickened
silent
silly
simple
sincere
skeptical
skittish
slick
slow
sly
small
smothered
smug
sneaky
snobbish
sociable
soft
solemn
soothed
sophisticated
sorrowful
sorry
special
spineless
spiteful

spontaneous
spunky
squelched
stable
startled
starved
steady
stern
stifled
stimulated
stiff
stingy
stolid
strained
strangled
strong
strung out
stubborn
stuffed
stupid
stunned
stupefied
subdued
submissive
suffering
suffocated
sulky
superstitious

sure
surprised
suspicious
sweet
sympathetic
======
talkative
tearful
temperamental
tempted
tenacious
tender
tense
tentative
terrible
terrified
terrific
thankless
thankful
thoughtful
threatened
thrilled
thrifty
thwarted
tickled
tight
timid
tired

together
tolerant
torn
tormented
tortured
touched
touchy
tough
trapped
tricked
troubled
trusting
turned on
======
ugly
unaffected
unambitious
unassuming
uncertain
undependable
uncomfortable
understanding
uneasy
unemotional
unexcitable
unfriendly
unhappy
uninhibited

unimportant
unintelligent
unkind
unselfish
unsettled
unscrupulous
unstable
upset
uptight
used
======
valued
vehement
vindictive
violent
vital
vivacious
vulnerable
======
warm
wary
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weak
weepy
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wholesome
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wiped out
withdrawn
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witty
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yellow
yearning

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zany

INTRODUCTION

ATTENTION

Feedback is a message we get from others. It can be verbal or non-verbal, but it is always a signal - a smile, a clenched fist, a facial expression, a body posture, a mutter, a specific word - that tells us how others are reacting to us.

Feedback is a way of helping other people or ourselves consider changing some aspect of behavior. It is a communication to people that gives them information about their behavior and its effect on others. Feedback lets us know whether or not our behavior is having the effect we intended; it tells us whether we are on target or not as we strive to achieve our goals. Appropriate feedback can either confirm behavior by encouraging repetition, or correct it by encouraging a change in behavior to fit the situation.

MOTIVATION

Feedback between group members in this training will be our most viable learning tool. We need each other to learn. You will not only be receiving feedback from other group members about your behavior and skills, but also will be giving it to them when it's appropriate. We are each other's resource people.

OVERVIEW

To give appropriate feedback, we will need to follow some basic guidelines in giving feedback in small groups.

BODY

1. CRITERION OBJECTIVE: Identify (10) guidelines for feedback in small groups.

a. Given feedback that is intended to help the receiver. It should not be given primarily to "dump" or "unload" on another person; nor should it be given just to have something to say. It takes into account the needs of both the giver and the receiver. If feedback serves the needs of the person receiving it, it will generally be welcomed.

b. Give feedback that is descriptive rather than evaluative. It should focus on what the person is doing and on your reaction to it. When his behavior is translated into a judgmental statement about what he is, it will tend to make him defensive, or at least unreceptive. Remember the distinction between "constructive feedback" and "subjective opinion."

c. Give feedback that is specific rather than general. Good, clear and recent examples will help to make the feedback appropriate and will provide the receiver with useful data about what he is doing and what effect he is having.

d. Give feedback that is well-timed. In general, feedback is most useful as soon after a given behavior as possible. This will have the greatest effect in terms of reinforcing or correcting. Of course, if the receiver isn't ready to hear it, it may have a negative effect, or no effect at all.

e. Give feedback in appropriate doses. Don't tell the receiver more than he can process at any particular time.

f. Give feedback that is directed toward behavior that the receiver can reasonably be expected to do something about. When a person is confronted with a shortcoming that he has no control over and can't change, he may experience frustration, resentment, defensiveness, etc.

g. Check feedback with the receiver to ensure clear communication. One way of doing this is to have the receiver rephrase the feedback to be sure that his understanding corresponds with what the sender said and meant.

h. Give feedback that describes the effect of the receiver's behavior on you; do not ask why?" The receiver of the feedback can check out his/her motivations and rationale when he/she finds that the effect he/she meant to have is different from the effect he/she actually had. If he/she is asked to justify his/her behavior, the pressure he/she feels may create a block.

i. Give feedback directly and sincerely, with real feeling. This lets the receiver know that the feedback is sincere and genuine and about his/her behavior.

j. Give feedback that is checked with other group members for accuracy and validity. Although good feedback from one person is as helpful as feedback from many people, it is useful for the receiver to know whether this is one person's impression or an impression shared by others. Besides, it is always possible for a feedback sender to misunderstand or mininterpret what the person said or did.

CONCLUSION

SUMMARY

Reemphasize objective.

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REMOTIVATION

Feedback can be helpful or destructive, useful or useless, depending upon how and when it is given. You will be more effective as a resource person if you learn and follow these general rules for giving helpful feedback. Remember that constructive feedback doesn't refer only to positive aspects of a person's behavior or to what we liked about something someone did. Good feedback covers both positive and negative qualities, things we liked and disliked, behavior a person may want to keep and behavior he may want to consider changing.

CLOSURE

(As appropriate)

SOCIAL ACTIONS TRAINING BRANCH
Lackland Air Force Base, Texas 78236

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT
LP AA/BB-I-2 (7)
1 August 1978

STUDENT NAME________________________________ RANK______________

INSTRUCTOR________________________________ DATE______________ GROUP______________

CRITERION OBJECTIVE: 2a. Identify essential background information concerning group influence and dynamics, and techniques for constructive and healthy interpersonal communication.

	DAY 5	DAY 10
1. Exhibit a willingness to participate in the learning environment. a. Share thoughts. b. Share feelings.	_____	_____
2. Demonstrate an attentive, inquiring, and questioning orientation to the learning process. a. Attentive. b. Listens to others. c. Attends to issues at hand.	_____	_____
3. Demonstrate a genuine acceptance of feedback on how his/her behavior affects others, to include verbal and nonverbal expressions of feelings/attitudes. a. Openness. b. Non-defensiveness. c. Staying in the "here-and-now."	_____	_____
4. Provide appropriate feedback to others. a. specific behavior (no personal attacks). b. Timeliness (near to event). c. Behavior that others can change (have control over). d. Personal expressions of his/her feelings about observed behaviors. e. Validation of behavior as appropriate (check out with others).	_____	_____
5. Takes responsibility for his/her own behavior (offer statements showing ownership). a. I feel. b. I think - rather that presenting or repeating other peoples' views.	_____	_____
6. Demonstrate an ability to differentiate between and become aware of behavior that: (1) expresses feelings and (2) expresses thoughts; that is, the ability to distinguish between cognitive ("idea') processes and emotional expressions.	_____	_____
7. Respond to "here-and-now" date-what is happening in the group at the present time (what is going on in the group) as opposed to the "there-and-then" behavior - referring to "back-home" concerns, or behavior shown by people not in the immediate groups.	_____	_____
8. Demonstrate a respect for the feelings of others in the group, even when his/her feelings are not congruent with those expressed. Criticism or derogatory comments about others' feelings are not appropriate; such as "putting down" others for their expressions of anger, anxiety, affection, etc.	_____	_____
9. Demonstrate a willingness to attempt to understand and reflect empathize with others' expressions of feelings.	_____ _____	_____ _____
10. Reflect (summarize of clarify) ideas or suggestions offered by other group members 0 able to pull together (organize) content information by group members.	_____	_____

______________________________ ______________________ ______________________
Student's Acknowledgement Final Date Student Initials

All items must be satisfactory by Day 10 to receive an overall satisfactory passing grade for CO 1g.

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OPTIONAL EXERCISES

1) "Adjective Feedback", Vol. V, A Handbook of Structured Experiences for Human Relations Training, by J. William Pfeiffer and John E. Jones, University Associates Press, p. 114.

    1) Help participants clarify values that apply to human relations.

GOAL

    2) Establish the norms of soliciting and giving both positive and negative feedback.

2) "Adverse Feedback", Vol. I, A Handbook of Structured Experiences for Human Relations Training, by J. William Pfeiffer & John E. Jones, University Associates Press, p.79.

GOAL

To provide an opportunity for participants to check their perceptions of how a group sees them, as compared with the actual feedback obtained from the group.

3) The gift of happiness: "Experiencing Positive Feedback", Vol. IV, A Handbook of Structured Experiences for Human Relations Training, by J. William Pfeiffer & John E. Jones, University Associates Press, p. 15.

    1) To promote a climate of trust, self worth, and positive reinforcement within a small group.

    2) To experience giving and receiving positive feedback in a non-treating way.

4) PAY DAY: "Closure Activity", The 1975 Annual Handbook for Group Facilitators, by J. William Pfeiffer & John E. Jones, University Associates Publishers, Inc., p. 54.

    1) Provide for self and group evaluation fo each participant's performance within the group.

    2) Allow each participant to compare his/her self-evaluation with the group's evaluation of him/her.

    3) Give participants experience in evaluating others in a constructive, concrete manner.

5) Desert Survival Problem

ADDITIONAL OPTIONAL EXERCISES

THE FANTASY GAME

Objective: To help clarify the psychological elements that contribute to a personal conflict.

Group Size: Unlimited.

Time Required: Twenty minutes.

Physical Setting: Participants are seated in a circle.

I. The facilitator asks for volunteers to present something to the group.

II. To help the participants understand the feelings leading to their decision to volunteer or not to volunteer, the facilitator announces, "I don't really want the volunteers now, but I would like you to focus on the experience you have just had, the experience of trying to decide whether or not to volunteer. Imagine two people inside your head. One of them is telling you to volunteer and the other one is telling you not to. Picture a conversation between these two, in which they try to convince each other, until finally one of them wins. After their discussions, have them meet each other, non-verbally, and see what happens. Close your eyes for about two to three minutes and imagine this encounter. I'll tell you when to open."

III. Following an interval of silence the participants are asked to report the way their two people looked, how they sounded, how big they were, what they said, where they were, their physical position, and who won.

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GETTING ACQUAINTED TRIADS

Objective: To facilitate the involvement of individuals in a newly-formed group.

Group Size: Unlimited number of triads.

Time Required: Fifteen minutes.

Physical Setting: Triads separate from one another, as much as possible, to avoid the influence of outside noises.

Process:

I. Triads are formed. Criterion for formation is not to know the other members of the triad.

II. Participants in each group name themselves A, B, or C.

III. Phase one.

   A. Participant A takes three minutes to tell participants B and C as much about himself as he feels comfortable in doing.

   B. Participant B repeats this process.

   C. Participant C repeats this process.

IV. Phase two

   A. Together, participants B and C take two minutes to tell participant A what they heard him say and what they infer from what he has said or left unsaid.

   B. Participants C and A repeat this process for Participant B.

   C. Participants A and B repeat this process for participant C.

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LISTENING TRIADS

Objective: To understand the necessity of listening to each other with comprehension as opposed to merely hearing words.

Group Size: Unlimited number of triads.

Time Required: Forty-five minutes

Materials Utilized:

I. Topics for Discussion sheet for each triad.

II. Questions for Discussion for each triad.

Physical Setting: Triads will separate from one another to avoid outside noise interference.

Process:

I. Triads are formed.

II. Participants in each triad number themselves A, B, or C.

III. The facilitator distributes Topic for Discussion sheets.

IV. In each group, one person will act as referee and the other two as participants in a discussion of one of the topics found on the sheet. One will be the speaker and the other the listener.

V. The following instructions are given by the facilitator:

  A. The discussion is to be unstructured except that before each participant speaks, he must first summarize, in his own words and without notes, what has been said previously.

  B. If his summary is thought to be incorrect, the speaker or the referee are free to interrupt and clear up any misunderstanding.

  C. Participant A begins as speaker. He is allowed to choose his own topic from those listed.

  D. Participant B will begin as listener and participant C as referee.

  E. The discussion progresses as follows:

    1. After about seven minutes of discussion by the speaker and the listener, participant B becomes the speaker, participant C the listener, and participant A the referee. The new speaker chooses his topic.

    2. After another seven minutes C becomes the speaker.

VI. After another seven minutes the discussion are halted.

VII. The facilitator distributes Questions for Discussions sheets and conducts a discussion based upon the questions.

TOPICS FOR DISCUSSION

1. Should women be eligible for the draft?
2. Should marijuana be legalized?
3. Should draft resisters and deserters be pardoned?
4. What is the answer to curb inflation.
5. Population explosion: Birth control vs. Catholic teachings.
6. Any other contemporary issue may be substituted.

QUESTIONS FOR DISCUSSION

1. Did you find that you had difficulty in listening to others during the exercise? Why?
2. Did you find that you had difficulty in formulating your thoughts and listening at the same time?
    a. Forgetting what you were going to say.
    b. Not listening to others.
    c. Rehearsing your response.
3. When others paraphrased your remarks, did they do it in a shorter, more concise way?
4. Did you find that you were not getting across what you wanted to say?
5. Was the manner of presentation by others affecting your listening ability?

ACTIVE LISTENING

Objective: To enhance interpersonal understanding.

Group Size: Unlimited number of paired participants.

Time Required: FIfteen minutes

Physical Setting: Participants are seated facing each other.

Process:

I. Participants are paired and seated.

II. One participant makes a declarative statement. The receiving member acknowledges the message in the following way. "You feel (somehow) about (something)." The sender simply answers yes or no. Then the receiver may make a statement which is to be acknowledged by the first sender. They continue until they are satisfied they understand each other.

VERBAL PROGRESSION

Objectives: I. To make distinctions between thoughts and feelings.
II. To learn to link feeling feedback to observable behavior.
III. To practice emphasizing with others.

Group Size: Unlimited number of groups of three to five members.

Time Required: Forty-five minutes.

Materals Utilized: Chalkboard or posters.

Physical Setting: A room is needed that is large enough to permit the small group to interact verbally with little distriction from other groups.

Process:

I. The facilitator discusses the objectives of the experience. Then she forms small groups (Count the number of participants and divide by 3, 4, or 5 to find the number of gorups. Have participants count off by this number to form relative heterogeneous groups.)

II. The facilitator explains that there will be four rounds of communication and that she will be interrupting each.

III. Round 1. The facilitator writes on the chalkboard (or on the poster) the phrases, "Now I see," She indicates that during this round participants are to describe the nonverbal behavior of the other members of their group by statements that begin with the phrase, "Now I see." She illustrates briefly by describing the movements of some nearby participants. Round 1 is five minutes. The facilitator may have to interrupt if participants begin to move away from behavior description and start discussions. (A few minutes of processing within the small groups follows each round.)

IV. Round 2. The facilitator writes the phrase, "Now I think" on the chalkboard and instructs participants to continue their conversation, beginning each sentence with the phrase, "Now I think." He may wish to give an example. Round 2 is five minutes, with two minutes added for processing.

V. Round 3. The third phrase that participants are to use is "Now I feel." After about two minutes of interaction the facilitator interrupts to explain that a common behavior in groups that focus on feeling data is for members to confuse thoughts and feelings. He suggests two phrases to avoid in the remainder of this round:

I feel that.....
I feel like.....

He indicates that in the next three minutes members are to use the phrase "Now I feel" followed by an adjective. They are to be alert to the tendency to center on the other person rather than to express how they are feeling themselves. Round 3 takes about ten minutes, followed by about three minutes for procwssing.

VI. Round 4. The facilitator posts the fourth phrase, "Now I think you feel." He instructs participants to use this phrase to begin each of their communications to other members during this round. Since this round focuses on emphatic understanding, the conversations are two-way, to determine the accuracy of the members' perceptions of each others' feelings. Round 4 takes ten minutes, with about three minutes processing.

VII. Total group processing. The facilitator chairs a discussion of the results of the experience, focusing on the learning goals specified beforehand.

PUZZLEMENT: A "MILD" CONFRONTATION

Objective:
I. To help participants confront each other's behavior in helpful ways.
II. To stimulate the amount of feedback given and received in a group.
III. To share the feelings involved in giving and receiving feedback.

Group Size: Between six and twenty participants. This should be a group which has been interacting long enough so that participants have observed each other's behavior in the group.

Time Required: One hour.

Physical Setting: Participants are seated in a circle.

Process:

I. The facilitator should set the stage by having a brief discussion on the purpose and process of confrontation. The "Confrontation: lecturette should be utilized.

II. The facilitator asks each member in the group to take a few minutes to look around the group to select the person in group (including the facilitator) whose behavior puzzles him the most. Participants are asked to "lock in" on the person and to resolve not to change later.

III. Each group member takes his turn, announcing his nomination and describing the behavior of the person which puzzles him. Each member starts the interaction with the sentence, "The person who puzzles me most is _________." He then says, "The thing that puzzles me about you is __________."

IV. The selected person has a number of alternatives open to him when selected. It is stressed that any of the options open to him are O.K. He may: (1) indicate that he doesn't want to explore this with the other and remain silent, (2) explore or explain in terms of his own personal dynamics why his behavior might be puzzling, or (3) explore what there is about their relationship that might foster the puzzling behavior.

V. After the two members interact and explore their own perceptions, they should request the aid or feedback from other group members. This request for comments and feedback from other group members can provide a source of consensual validation or disconfirmation, which can aid in clearing up interpersonal distortations on either member's part.

VI. After each person has interacted with the person whose behavior puzzles him, the technique may be extended by the facilitator, saying, "Now, I'm sure that there are others in the group whose behavior has puzzled you as well. Would anyone like to share this with the group?" With this statement the confrontation becomes voluntary, and the exercise takes on less structure.

CONFRONTATION: TYPES, CONDITIONS, AND OUTCOMES

Interpersonal confrontation is one of the more potent experiences in human interaction. As such, it can be either growth-facilitating or harmful to the people involved. Perhaps because of its potency, confrontation has become a "loaded word" which carries many negative connotations, such as people telling others off or laying open others' psyches for possible harm. These examples represent popular misconception of the meaning and the purpose of confrontation in growth groups. Confrontation is not always negative. For example, it may be positive and directed toward another's strength or an encouragement to take action.

The purpose of this lecturette is to explore the concept of confrontation and to discuss the conditions and processes which make it a growthful or harmful experience to group members.

A MODEL OF CONFRONTATION

Egan (1970) states that confrontation takes place when one person (the confronter), either deliberately or inadvertently, does something that causes or directs another person (the confrontee) to reflect upon, examine, question or change some aspect of his behavior.

Berenson and his associates (Berenson, Mitchell & Laney, 1968) have distinguished five major types of confrontation. These are: (a) Experimental, (b) Strength, (c) Weakness, (d) Didatic, and (e) Encouragement to Action. These types of confrontation are defined as follows:

Experimental:	A response to any descrepancy perceived by the confronter between the confrontee's statements about himself and his own experience of the confrontee.
Strength:	Focused on the confrontee's resources, especially if he doesn't realize them himself.
Weakness:	Focused on the confrontee's pathology or liabilities.
Didatic:	Clarification of another's misinformation or lack of information.
Encouragement to Action:	Pressing the confrontee to act on his world in some constructive manner and discouraging a passive stance toward life.

The results of the research done on these types of confrontation suggest that effective helpers use experiential and strength confrontation more frequently, while less effective helpers tend to confront their client's weaknesses. It may well be, however, that variables other than the content of the confrontation are the more important factors in determining the outcomes of the confrontation.

CONDITIONS FOR HELPFUL CONFRONTATION

The purposes of helpful confrontation should be primarily to bring the confrontee into more direct contact with his own experiencing and to create a situation in which it becomes possible for the confrontee to explore and change those aspects of his behavior which hinder his own growth and development.

Whether or not a confrontation is helpful to the confrontee depends on the confronter, the confrontee, and the conditions which exist in the situation in which the confrontation takes place.

Confronter Conditions. Confrontations are probably more helpful as the confronter: (a) has a good relationship with the confrontee or at least is sensitive to the quality of their relationship, (b) accepts the confrontee and is willing to get more involved with him or her as a person, (c) phrases his confrontations as suggestions or requests rather than demands, (d) directs his confrontations toward concrete behavior rather than to motives, (e) makes his confrontations positive and constructive rather than negative, (f) states his confrontation succinctly and directly, and (g) represents facts as facts, hypotheses as hypotheses, and feelings as feelings.

Confrontee Conditions. A confrontee will probably benefit more from a confrontation if he: (a) accepts it as an invitation to explore himself, (b) is open to knowing how he is experienced by others, (c) is willing to tolerate some temporary disorganization which may result from a confrontation, and, (d) responds differently to modes of confrontation than than responding in a stereotyped way, such as accepting all and every confrontation as truth or dismissing all confrontations as worthless.

Group Conditions. Confrontation that takes place in a group situation is facilitated by a high degree of acceptance and trust. It is difficult to receive confrontation without being defensive if you do not trust or feel accepted by the group members. Confrontation is also better received if it fits the goals and purposes of the group. An interpersonal confrontation at a faculty meeting or at a social gathering, for example, can have disruptive effects. This is so because these groups are meeting for different purposes than the typical growth group, and the confrontation comes as a surprise.

Some behaviors which may not seem to be confronting can be. Sharing tender feelings about a fellow group member can have a confronting effect because this is something some members experience little of in their everyday lives. Ignoring others or not reinforcing certain behaviors may have the same impact. In summary, the purposes and motives of the confrontation have a strong effect on the outcome of that confrontation. If given with sensitivity and with the desire to help and if received in that vein, then the outcome is more likely to be helpful. Since no one can predict with absolute certainty what impact a confrontation will have on another person, it is wise to elicit feedback from the confrontee about the impact it had on him.

GAMES CONFRONTERS PLAY

Not all confrontation results from the altruistic motives mentioned in the helpful confrontation section of this paper. Many confronters have ulterior motives similar to the ones described in Berne's Games People Play (1964). For example, the motive for a confrontation may be jealous rage, to punish another, or to seek revenge. A game which Berne calls "NIGYSOB" (Now I've Got You, You Son-of-a-Bitch) fits the punitive motive. The confronter carefully watches the confrontee until the other makes some mistake. After he has caught him in the mistake or has built enough evidence, he is justified in venting his anger on the confrontee. Some confronters (especially those in the helping professions) will rationalize a put-down of the other with expressions such as "I'm only trying to help you," or "I'm only doing this for your own good."

Sometimes a confronter will confront another to show off how perceptive he is or how knowledgeable he is in psychology or psychiatry. Confrontations arising from this type of motive sound very clinical, interpretive, and aloof. The confronter may interpret why the confrontee behaves the way he does or may pin some diagnostic label on the other. Regardless of the content, these inferences are of little use to the confrontee. We have often wondered whether the operational definition of "passive agressive personality" is the the clinician dislikes the client.

Some confronters will confront to relieve boredom or to ward off a possible confrontation directed toward themselves. These motives are often revealed by expressions such as "I only wanted to stir things up." A confronter may also engineer other group members into confronting one another. This is similar to Berne's game, "Let's you and him fight." After engineering such a conflict between others, the confronter may assume the role of the "judge" who decides who is right. This is a variation of the game, "Courtroom."

A confronter might take out his frustration and anger on another member even though he is really frustrated with the facilitator or with the roup as a whole. This type of confrontation is an example of scapegoating. Along similar lines, a confronter may blame another group member for all the difficulties he is having in the group, thus relieving him of the responsibility. Berne labels this game "IWFY" (If It Weren't For You).

At the other extreme is the case where group members avoid confronting others for fear that the other will be hurt or will be unable to handle the confrontation. Some group members handle others like "fragile vases" that will break if confronted. This may have a confronting effect on the others as well. To be treated very gently "with kid gloves" may be the stimulus to wonder about why are others responding to you in that manner. The group member may conclude that others are telling him that he cannot handle the truth about himself. Actually, most people are more resilient than we give them credit for being and are able to handle confrontation quite well.

Occasionally, when one member of a group receives a confrontation from another, other group members will "pile on", picking away at the confrontee's sore points. The motives could be to build one's status as a group member at the expense of the confrontee and to be accepted as similar to other group members. We believe that this kind of interaction can have harmful effects on the confrontee and that it is important that a facilitator or some member intercede to break up this type of interaction.

This has been an illustrative rather than an exhaustive list of the "ulterior motives" behind some confrontations and of the games confronters play. In general, when hidden agendas are involved, such as the ones discussed, the outcome of the confrontation are more likely to be harmful to the confrontee.

A SELF-EXAMINATION FOR CONFRONTERS

After enumerating some of the games confronters play and suggesting that these types of confrontations probably have harmful effects on the confronter, the reader may have the impression that we consider confrontation something to be avoided. Actually, we believe that interpersonal confrontation is one of the most potent and therapeutic forces for members in growth groups if given under the right conditions and should be encouraged for this reason. Because of its potency and because confrontation can be harmful, we suggest that a confronter do some self-examining.

What should the confronter examine? We believe that a confronter should assess the conditions in the group at the time of the confrontation, be sensitive to the confrontee and their relationship, and be aware of his own motives for confronting. We would like to propose a series of questions which confronters might ask themselves as a way to aid in this examination.

First, what is the purpose of the groups? Is this group situation an appropriate place for a confrontation and do the members expect to be confronted? How much trust and support is there in the group at this time? A confrontation given before a sense of trust and acceptance has developed is likely to be regarded as an attack and be responded to defensively. Does this confrontation arise out of the group interaction? A confrontation taken out of the here-and now interaction in the group is less likely to be helpful because it is less concrete and immediate.

Second, what is the current psychological state of the person whom I am about to confront? Is he likely to receive the confrontation as an invitation to explore himself, or is he likely to react defensively? In other words, what is the confrontation likely to mean to the confrontee? How close is my relationship to the person I am confronting? If my relationship is distant, he or she may be more inclined to dismiss the confrontation and me as a person. Do I expect the person to change just because I confronted him? Since I cannot possibly experience the world like the other person I cannot be sure that his change would be right for him. If I do not give the other the right to decide whether and how he wants to change, I am imposing my values on him.

Third, what are my own motives? Do I want to become more involved with the person I am confronting? If not, I am intruding on another person and prying into their life. Am I directing my confrontation to the right person? Am I confronting to relieve boredom or to ward off confrontation myself? If I am confronting for these motives, I am attempting to meet my needs at the other person's expense, and my behavior may be harmful to him.

Finally, am I confronting behavior or the other's motives? Since motives must be inferred from the other's behavior and are much more difficult to describe accurately, confronting the other's behavior is more helpful. Am I making myself clear? Check out the impact my confrontation had on ther other person.

Some of the answers to these questions like within yourself. Some of the answers like within the confrontee and some within the other group members. The most effective way to find the answers is to be open to yourself and to solicit feedback as to how you are experienced by others.

FIRST NAMES, FIRST IMPRESSIONS: A FEEDBACK EXPERIENCE

Objective: I. To get acquainted with other members of a small group.
II. To discover one's initial impact on others.
III. To study phenomena related to first impressions -- their accuracy and effects.

Group Size: Six to twenty participants.

Time Required: One hour.

Materials: Two sheets of paper and a pencil for each participant.

Physical Setting: Group members should be seated in a circle, with lapboards for writing.

Process:

I. At the first meeting of the group, the facilitator directs that each person give his first name and one or two significant facts about himself.

II. Paricipants are then instructed to turn their chairs around, away from the circle, so that they cannot see the other members. They are told to write down as many of the first names as they can remember.

III. After about three minutes, they turn their chairs back toward the group and find out whose names they forgot. They may ask for additional information to attach to the names that they found difficult to remember.

IV. The group discusses names, feelings attached to them, difficulties experienced in remembering them, and reactions of those whose names were not remembered.

V. The facilitator hands out additional sheets of paper, and participants are directed to write a group roster (names in the same order on each). Then they are asked to note briefly their first impressions of each group member.

VI. These first-impressions papers are collected by the facilitator. Without revealing the identity of the writers, he reads all impressions of the first participant, who is then asked to comment on the accuracy of the impressions, his feelings while hearing them, and surprising items. Then all impressions of the second participant are read aloud, he reacts, and so on.

VII. The group members discuss the accuracy of first-impressions data, the effects of first impressions, and their reactions to this experience.

Variations:

I. Each participant reads aloud his first impressions of each of the other members of the group.

II. Present impressions can be substituted for first impressions, if participants have known each other before.

III. First and present impressions can be used.

IV. Participants can be encouraged to include negative and puzzling impressions of each other.

V. Participants can be instructed to predict what impressions they will hear.

VI. The person receiving feedback can be directed to make a poster displaying what everyone says about him.

OPENING THE GUNNYSACK

Objective: To facilitate individual participation in confrontation.

Group Size: Unlimited.

Time Required: Thirty minutes.

Materials: Two sheets of paper and a pencil for each participant.

Physical Setting: Group members should be seated in a circle, with lapboards for writing.

Process:

I. When participants seem to be "sitting on" significant reactions to each other (gunnysacking), the facilitator asks them to write down what they cannot say to each other.

II. These papers are collected, and the facilitator reads them aloud anonymously.

MANAGEMENT OF STRESS

Objective: To establish a stressful situation in a group, in order to generate data about the resolution of tension, anxiety, conflict, and stress.

Group Size: Unlimited number of groups of three to five members.

Time Required: One hour.

Materials: Handout of Suggested Experiences.

Physical Setting: A room is needed that is large enough to permit the small groups to interact verbally with little distractions from other groups.

Process:

I. The facilitator suggest that the group might engage in any activity designed to promote stress in the group in order that members might focus on how the stress is managed.

II. Small groups are formed and given the handout of suggested experiences.

III. After the group has completed the activity, a discussion of the process is held.

SUGGESTED EXPERIENCES TO STUDY THE MANAGEMENT OF STRESS

1. Have participants form a line in which they position themselves in order of influence in the group. Include staff, and insist that the group complete the exercise. Discuss
2. Within a strict time limit, have the group create a rating scale on the dimensions of leadership.
3. Have each group member choose a mother, father, brothers, and sisters from the group members.
4. Have the group create its own stressful task by establishing an ambiguous, leaderless situation.
5. Have each group member eliminate one other member from the group.
6. Have a discussion on a controversial subject (e.g., war, student power, birth control, inflation, etc. with each member arguing the point of view opposite to his own).

BEHAVIOR DESCRIPTION

Objective: I. To practice describing nonverbal behavior objectively without interpretation.

II. To study the body language messages that accompany verbalization.

III. To alert group members to the array of signals which they emit when they are attempting to communicate.

Group Size: Unlimited number of triads.

Time Required: Fifteen minutes.

Physical Setting: A room large enough to permit triads to separate from others to avoid outside noise interference.

Process:

I. Triads are formed.

II. Paricipants name themselves A, B and C.

III. Round 1. A and B stand facing each other. Participant A describes all of the nonverbal behavior of B for two minutes. (The facilitator may wish to demonstrate by rapidly describing the body language of another person.)

IV. The triad discusses Round 1. Feelings, interpretations, and other observations may emerge at this time.

V. Round 2. The process is repeated, with B describing C's behavior and A acting as referee. Then they discuss the experience.

VI. Round 3. The process is repeated again, with C describing A and B acting as a referee. Then they discuss the experience.

VII. Triads link up with one or two other triads to process the exercise. Participants are instructed in this phase to attempt to observe all of the messages, both verbal and nonverbal, emitted during this meeting.

HAND-TALK

Objective: I. To facilitate individual members in communicating non-verbally their own interpretation of particular feelings.

II. To study body language messages.

Group Size: Any number of paired participants.

Time Required: Twenty minutes.

Physical Setting: Paricipants are to stand and face each other.

Process:

I. Participants pair off and move apart. Members of each pair stand and face each other

II. The facilitator announces that each member of a pair should take turns attempting non-verbally to communicate to his partner the feelings named by the facilitator.

III. The facilitator announces the following feelings separately with about a minute for both partners' expression: (a) frustration (b) tension, (c) joy, (d) friendliness, (e) anger, (f) hate, (g) elation, and (h) ecstacy.

IV. The partners will then verbally discuss the differences or similarities in their individual interpretations of the feelings.

V. The facilitator may reassemble the group and discuss the experience.

IMAGINARY OBJECT

Objective: To practice non-verbal communication.

Group Size: Unlimited number of groups of six to eight members.

Time Required: Twenty minutes.

Physical Setting: Participants are seated facing each other.

Process:

I. The facilitator announces that he is going to place an imaginary spherical object on the floor in the center of each group. Someone is to pick up the object, make something out of it, and pass it on.

II. After about ten minutes, each group processes the experience, and then the sequence is repeated, with an imaginary cubic object.

WORDLESS MEETING

Objective: To encourage the conversion of feelings into actions.

Group Size: Unlimited.

Time Required: Thirty minutes.

Physical Setting: A room large enough to allow some freedom of movement. All chairs and tables should be pushed to one side.

Process:

I. During the first meeting of the group the members are instructed that they can not use workds, either written or spoken.

II. The facilitator may call for a closed-eyes session in order to have the heightende experience of senses other than sight.

III. The group takes their seats and discusses the experience.

INTIMACY GAME

Objective:

I. To accelerate the getting-acquainted process in groups.

II. To study the experience of self-disclosure.

III. To develop authenticity in groups.

Group Size: Unlimited.

Time Required: One hour.

Materials Utilized: Intimacy Game Guidelines handout.

Physical Setting: Room large enough for dyads to talk privately without disrupting noise.

Process:

I. The facilitator introduces the exercise with a brief lecture on self-disclosure and building of trust. He explains the goals of the exercise.

II. Group members pair off, preferably with people whom they know least.

III. Intimacy Game Guidelines are described, the ground rules are explained, and the forms are then distributed.

IV. Pairs meet for approximately forty-five minutes.

V. Groups of three or four dyads are formed to process the experience.

VI. The total group reports from each of the small groups.

INTIMACY GAME GUIDELINES

Directions: During the time allotted for this experience you are to ask questions from this list. The questions vary in terms of their intimacy, and you may want to begin with some relatively less intimate ones. You may take turns initiating the questions. Follow the rules below.

1. Your communication with your partner will be held in confidence.
2. Any question that you ask your partner you must be willing to answer yourself.
3. You may decline to answer any question initiated by your partner.

How important is religion in your life?
What is your favorite hobby or leisure interest?
What do you feel most ashamed of in your past?
Have you deliberately lied about a serious matter to either parent?
What is the most serious lie you have told?
How do you feel about couples living together without being married?
Have you ever experienced premarital or extramarital sex?
Have you ever had a mystical experience?
What do you regard as your chief falut in personality?
What turns you on the most?
What turns you off the fastest?
What features of your appearance do you consider most attractive to members of the opposite sex?
Wat do you regard as your least attractive features?
How important is money to you?
Are you or your parents divorced? Have you ever considered divorce?
What person would you most like to take a trip with right now?
Do you drink alcoholic beverages?
How do you feel about swearing?
Have you ever been drunk?
Do you enjoy manipulating or directing people?
Are females equal, inferior, or superior to males?
Have you ever been tempted to kill yourself?
Have you ever been tempted to kill someone?
What emotions do you find it most difficult to control?
Is there a particular person you wish would be attracted to you? Who? (Give name.)
What are you most reluctant to discuss now?
To what person are you responding the most and how?
Is there any feature of your personality that you are proud of? What is it?
What was your worst failure in life, your biggest disappointment to yourself or your family?

What is your favorite TV program(s)?
What is your most chronic problem at present?
What is the subject of your most frequent daydreams?
How are you feeling about me?
What are your career goals?
With what do you feel the greatest need for help?
What were you most punished or criticized for when you were a child?
How do you feel about crying in the presence of others?
Do you have any misgivings about the group so far?
What is your main complaint about the group?
Do you like your name?
If you could be anything/anyone-besides yourself-what/who would you be?
Who in your group don't you like?

Social Actions Training Branch
Lackland Air Force Base, Texas

DESERT SURVIVAL PROBLEM

THE SITUATION

It is approximately 10:00 A.M. in mid July and you have just crash landed in the Sonora Desert in southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air frame remains. None of us have been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sightings taken before you crased, indicated that you are 65 miles off the course that was filed in your VFR Flight Plan. The pilot had indicated before you crashed that you were approximately 70 miles, south-southwest from a mining camp which is the nearest known habitation.

The immediate area is quite flat and except for occasional barrel and saguaros cacti appears to be rather barren. The last weather report indicated that temperature would reach 110 degrees which means that the temperature within a foot of the surface will hit 130 degrees. You are dressed in light weight clothing - short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.83 in change, $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

THE PROBLEM

Before the plane caught fire your group was able to salvage the 15 items listed on the right side of the page. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important.

You may assume that the number of survivors is the same as the number on your team and the team has agreed to stick together.

Step 1: Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your individual ranking.

Step 2: After everyone has finished the individual ranking, rank order the 15 items as a team.

Step 3: Your team will have until ________o'clock to complete this step.

Items

____Flashlight (4 battery size)
____Jackknife
____Sectional air map of the area
____Plastic raincoat (large size)
____Magnetic Compass
____Compress kit with gauze
____.45 caliber pistol (loaded)
____Parachute (red/white)
____Bottle of salt tablets (1,000 tablets
____1 quart of water per person
____A book entitled "Edible Animals of the Desert".
____A pair of sunglasses per person
____2 quarts of 180 Proof Vodka
____1 top coat per person
____A cosmetic mirror

Attachment 8

.Social Action Training Branch
Lackland Air Force Base, Texas 78236

HO 3LAR73430A/B-30LR7361A/B-30ZR7364A/B-I-2-13
15 May 1978

The Desert Survival Problem

The Expert Ranking and Rationale

#1 Cosmetic Mirror: Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items, you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

#2 1 Top Coat Per Person: Once you have a communication system to tell people where you are, your next problem is to slow down dehydration. Forty percent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. The top coats, ironic as it may seem, is the best available means for doing this. Without them, survival time would be cut by at least a day.

#3 1 Quart of Water Per Person: You could probably survive 3 days with just the first two items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration (See Table II). It would be best to drink the water as you become thirsty so that you can remain as clear headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins, it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

#4 Flashlight (4 battery size): The only quick, reliable night signalling device is the flashlight. With it and the mirror you have 24 hour signalling capability. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device and for starting a fire. The battery container could be used for digging and as a water container in the distillation process (See plastic raincoat).

#5 Parachute (red and white): The parachute can serve as both shelter and signalling device. The saguaro cactus, which is pictured on the cover, could serve as tent poles - the parachute shrouds, as tent ropes. Double or triple folding the parachute would give dark enough shade to reduce the temperature underneath it by as much as 20%.

#6 Jackknife: Although not as crucial as the first 5 items, the jack knife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

#7 Plastic Raincoat (large size) : In recent years, the development of plastic, nonporous materials has made it possible to build a solar still. By digging a hole and placing the raincoat over it, the temperature differential will extract some moisture from urine soaked sand and pieces of barrel cactus and produce condensation on the underside of plastic. By placing a small stone in center of

EXTRACTED FROM PFEIFFER & JONES

plastic, a cone shape can be formed and cause moisture to drip into the flashlight container buried in the center of the hole. Up to a quart a day could be obtained in this way. This would be helpful, but not enough to make any significant difference. The physical activity required to extract the water is likely to use up about twice as much body water as could be gained.

#8 .45 Caliber Pistol (loaded): By the end of the second day, speech would be seriously impaired and you might be unable to walk (6 to 10% dehydration). The pistol would then be useful as a sound signalling device and the bullets as a quick fire starter. (The international distress signal is three shots in rapid succession). There have been numerous cases of survivors going undetected because they couldn't make any loud sounds. The butt of the pistol might also be used as a hammer.

The pistol's advantages are counter-balanced by its very dangerous disadvantages. Impatience, irritability and irrationality would all occur as

#8 .45 Caliber Pistol (loaded) continued

dehydration increases. This is why critical decisions should be made before dehydration sets in. Under the circumstances, the availability of so lethal a tool constitutes a real danger to the team. Assuming it were not used against humans, it might be used for hunting--which would be a complete waste of effort. Even if someone were able to shoot an animal with it, which is very unlikely, eating the meat would increase dehydration enormously as the body uses its water to process the food.

#9 A Pair of Sunglasses Per Person: In the intense sunlight of the desert, photothalmia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using the handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

# 10 Compress Kit with Gauze: Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. And becuase the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well documented case, a man, lost and without water, who had torn off all his clothes and fallen among sharp cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water.

The kit materials might be used as: Rope and/or by wrapping your legs, ankles, and head, including face, a further protection against dehydration and sunlight.

# 11 Magnetic Compass: Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

#12 Sectional Air Map of the Area: Might be helpful for starting a fire, or for toilet paper. One man might use it for a head cover or eye shade. It might have entertainment value. But it is essentially unsless and perhaps dangerous because it too might encourage walking out.

#13 A Book Entitled, "Edible Animals of the Desert": The problem confronting the group is dehydration, not starvation. Any energy expanded in hunting would be costly in terms of potential water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should the survivors. If the hunt were successful, the intake of protein would cause an increase in the amount of water used to process the protein in the body. General rule of thumb--if you have lots of water, eat, otherwise, don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

#14 2 Quarts of 180 Proof Vodka: When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off the alcohol. We estimate a loss of 2 to 3 oz. of water per oz. of alcohol. The vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his problem. The vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. But all in all, the vodka represents more dangers than help.

#15 Bottle of Salt Tablets (1,000 tablets): Wide spread myths about salt tablets exist. The first problem is that with dehydration and loss of water, blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water, the salt tablets would require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even except in geographical areas where there are salt deficiencies.

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STUDYGUIDE AND WORKBOOK

3ALR73430A/B-30LR7361A/B-30ZR7364A/B-1-2-1

Technical Training

Equal Opportunity and Treatment
Drug and Alcohol Abuse Control

Introduction to Social Actions

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

30 June 1978

USAF TECHNICAL TRAINING SCHOOL
Lackland Air Force Base, Texas 78236

Designed For ATC Course Use

DO NOT USE ON THE JOB

Social Actions Training Branch
Lackland Air Force Base, Texas

SG/WB 3ALR73430A/B30LR7361A/B/
30ZR7364A/B/1-2-1
30 June 1978

Introduction To Social Actions

PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

OBJECTIVES

Identify essential background information concerning group influence and dynamics, and techniques for constructive and healthy interpersonal communication.

In the small group setting, participate in a manner which demonstrates characteristics conducive to constructive and healthy communication in accordance with the criteria listed in the Personal Growth and Professional Development Performance Test.

INTRODUCTION

In the most exciting and revealing aspect of your work at this school begins with this block of instructions on Personal Growth and Professional Development. The self-awareness you gain in this unit of instructions can be the most helpful tool that you gain during your stay. To help other people, you must first understand yourself and how you relate or "come across" to others.

In Personal Growth and Professional Development, you will discover numerous ways that groups influence you as well as numerous ways that you influence the group. You will learn this on a cognitive (thought) level and then be able to experience it on an affective (feeling) level in the small group "laboratory." Additionally, you will examine the relationship of warmth and affection expressed by institutions and families to mental illness. This unit will also explore the meaning of group dynamics and its importance in terms of group functioning along with two domains of group interaction, content and process.

Once you have acquired this background knowledge, we invite you to communicate in the small-group setting the following ways, which have been shown to facilitate effective interpersonal communications. We request that you exhibit a willingness to participate in the learning environment by sharing thoughts and feelings, by being attentive to others and by listening to others. You will be asked to demonstrate an ability to accept feedback as to how your behavior affects others including your verbal and nonverbal expressions of feelings and attitudes. Our business in Social Actions deals with feelings to a great degree; therefore, our ability to differentiate between thoughts and feelings is of prime importance in our interpersonal communications. Showing respect for others and refraining

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Supercedes HO A/B-I-2-18 Personal Growth and Professional Development, 27 Sep 77; WS A/B-I-2-6, Goals for Personal Development, undated.

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from "putting others down" for their expressions of fear, anger, love, etc., will enhance the communication process. Participation in the group process is an integral part of effective group functioning and can best be shown by summarizing and clarifying the ideas of others.

Most of the important decisions you make, or which are made about you, are made in small groups of two or more people. You grew up in a small group called a family. In that group you learned patterns of thinking, how to live, and how to cope in this world. From that family group, and later a small group of friends (your peer group) you picked up most of the things you know about and how to interact with others. And so it goes, up until the present.

Today, we are going to learn about personal growth in a living laboratory setting. To the degree that you are aware of and understand what is happening in small groups, you gain the ability to control what is happening to you. This widens your choices and puts you more in control of your destiny. You are no longer moved by forces outside your awareness, but you can use those aspects of the group to help you. Groups are designed to be a learning experience. You and your fellow classmates are the subject. The more you participate in the group process, the more you will learn about yourself and your interaction with others. The more you learn about this interaction, The more of a success you will be.

This unit of infromation will enable you to understand how powerful the influence of groups is. To the degree that you are aware of and understand what is happening in small groups, you gain control over what is happening. You are no longer moved by forces outside of your awareness, but you can use those aspects of the group to help you.

INFORMATION

GROUP INFLUENCE

Self Perception

Perhaps the first group to influence us was the family. Almost all of our socialization takes place in this small group. Through this group, we perceive ourselves as being good, bad, rich or poor. The family operates as a system of roles, we learn through our families' orientation what it is like to be male, female, white, black, etc. Almost all of these lessons are learned before the age of 6. Thus, our perception of ourselves, and what we are, belong to a large degree to our being influenced by the small group to which we belong.

Perception of Others

Often outside our awareness, we learn something about good people and bad people, and this learning has meaning for us. We learn what our limits of acceptable behavior are toward other people. Through groups we develop stereotypes, ideas and attitudes regarding other people. The individual who goes against the accepted attitudes/ norms or opinions of his/her cultural group is rare. Through our group exposure, we learn what other people expect from us and what we can expect from them. Bales, 1950, states that through group influence, a person believes that he/she is a sharer of a common fate and is under obligation to cooperate with the other in the satisfaction of the other individual needs as if they were one's own.

Thought Patterns

Through groups, we learn what is worthwhile to think about. Most Westerners, Europeans and Americans, think of objects when they perceive plants, and animals; an object with various properties, such as color, size and weight. Most Easterners, if they are Buddist or Hindu, perceive plants and animals as a process, a becoming, rather that a fixed object. They see more of a growing pattern, rather than a descrete, separate object. All of this learning comes from small groups. Our exposure to groups dictates how we think as well as what to think about. For example, in the Eskimo language snow has over twenty names because snow is very important to Eskimos. They see differences which we don't begin to look for in snow.

Unconscious Learning Process

Almost all the learning and influence listed on the preceding page happens outside our awareness. We aren't really conscious that we are learning these things or that we are being influenced as a result. How we perceive ourselves and others, and the structure and arrangement of our thought patterns has a definite influence. Many psychological experiements demonstrate how we are influenced outside our awareness. As we will see, below, the group can influence even our most basic ideas outside our awareness.

Basic Ideas

Studies with small groups indicate group influence for such simple judgement as the relative length of two lines (Muller-Lyer Illusion). Groups can influence whether an object is seen as moving and how far it is moved. Muzafer Sherif demonstrated this influence with his experiment on the autokinetic effect. We can easily get the autokinetic effect in complete darkness, as in a closed unlighted room, or on a cloudy night in the open when there are no lights visible. A single small light seems to move, and it may appear to move erratically in all directions. If you present the point of light repeatedly to a person, he/she may see the light appearing in different places in the room each time. When placed in a group situation the individual tends to change his/her perception to that of the group norm even though that norm may be different than his/her original perception. ("The Formation of Norms," pages 249 - 260, from An Outline of Social Psychology, revised edition of Muzafer Sherif and Carolyn W. Sherif, copyright 1948, by Harper and Row publishers.)

Another interesting study by Sherif showing the influence of groups upon perception is "The Robber's Cove Study," 1954. The very process of perception predisposes the individual to regard his/her existing in a superordinate manner. The group itself is something greater or more important than any of its members. When acting together or fighting together, certain perceptual properties will be present that are absent when we attend to the individuals one at a time.

RELATIONSHIP OF WARMTH AND AFFECTION TO MENTAL ILLNESS

To fully understand the group, its power and influence, we must first examine the very basic actions of groups. In this section, we will examine effects of warmth and affection or more appropriately, lack of warmth and affection on mental illness.

INSTITUTIONS

Numerous studies have been undertaken with institutional children attempting to show the relationship of warmth and affection, or lack of, to mental illness. These studies show rather conclusively that warmth and affection are essential to intellectual and emotional growth.

LACK OF WARMTH AND PHYSICAL CONTACT IN ORPHANAGES. Skeels, Dye and Spitz show rather conclusively that institutions (orphanages) characterized by coldness, formality, efficiency and sterility, lacking in warmth, love and close continuing physical contact, cause infants and children to develop intellectually and emotionally immature behavior patterns such as having difficulty relating to others in the same way other children their age normally do.

LACK OF LOVING RELATIONSHIPS IN ORPHANAGES. Goldfarb, 1949, revealed that the coldness, lack of loving relatiohships, of the institutional program leads to temper tantrums, stealing, acting out, hostility and inordinate demands for attention.

WARM, ACCEPTING, EMPATHETIC SCHOOL TEACHERS. Goldfarb, Spitz, Dye and Skeels indicate that children learn much more and faster in schools which have teachers who seem as warm, accepting, and emphatic (understanding).

Families

Studies have shown rather conclusively that schizophrenic parents and parents of juvenile deliquents tend to be less loving and caring for their children than other parents.

HOME OF SCHIZOPHRENIC PATIENTS. Homes of schizophrenic patients are characterized by conflict and lack of warmth, when compared to normal homes (Goldfarb, 1974).

PARENTS OF DELINQUENT CHILDREN. Parents of delinquent children are more rejecting and hostile to the children than parents of normal homes (Cohn, Miller).

GROUP DYNAMICS

The purpose of group dynamics is to describe the activity that goes on within a group. Behaviorists have studied Man in his environment for years. The most exciting aspect of this study is Man's interaction with his peers. In the group environment, people seem to run the entire gamut of emotions and thoughts which they act out in both verbal and nonverbal behavior that can be observed. Volumes have been written on group process alone, and we are still learning more as Man reaches toward his potential through growth. Man is constantly changing as he faces forces outside himself. Since we are all human, understanding group dynamics helps us understand ourselves and how we relate to others, a most useful tool in the Social Actions career field.

Definition

Group dynamics describe the forces and conditions which are determining the behavior of a group and its members. These forces evolve from a variety of sources and conditions. Group dynamics are the forces operating within and upon a group. Group dynamics are not something that may or may not occur in a group. Every meeting, every group, every gathering of people has its own dynamics. Every one of these groups has its own patterns of forces.

Pshcyo-Social Forces Affecting Groups

The following conditions, or psycho-social forces, affect a group. These forces exist in varying degrees in each group. Psycho-social forces affecting groups include, but are not limited to the following:

GROUP BACKGROUND. Each group member brings to the group/situation a history, a mental set that gives each member a notion as to what to expect. People might approach a staff meeting saying to themselves, "I wonder when this meeting will be over?" or, "I'm not going to have anybody jam anything down my throat." Frequently, someone will say to him/herself, "I hope I can get my idea pushed through at this meeting." or "The boss tried to pull a fast one on us the last time, but I'm going to be on the lookout this time." Each person in a group brings to the meeting, situations of his/her own mental set and feelings. These feelings, attitudes, and mind sets affect the behavior of the participants, and are forces that shape the group dynamics.

GROUP PARTICIPATION PATTERNS. In each meeting/situation, people are participative in one way or another. Some of the people over-participate and dominate the meeting. The person who talks 80 percent of the time cuts down the amount of time that the other people in the group can speak. Another point to consider is how much talking is done by the group leader. Consider to whom the questions are usually addressed, who answers the questions, or who the people look toward for guidance. Frequently, you will see persons turn to one or another for support or an opinion because they know that person's reaction from previous experience. Furthermore, we ought to be sensitive to the fact that discussions frequently do not bring out what various members of a group might be able to contribute. Sometimes certain members of a group are ignored, or choose to be silent. All of these participation patterns have an effect on the group's dynamics.

GROUP COMMUNICATION PATTERNS. People communicate in a variety of ways. How clearly people express their ideas may have an effect on how much they are listened to. How clearly a leader expresses his/her ideas may cause any amount of problems or encourage group efficiency. You should look for factors that contribute to misunderstanding. And you may ask yourself, "What are the differences in communication patterns when different types of vocabulary and gestures are used?"

Frequently, at meetings, people "speak past" each other attempting to impress one another with their technical vocabularies. They may make it impossible for the group to solve its current problem.

There is another factor in the communication pattern that must be considered, the nonverbal means of communication. This involves our pattern of posture, facial expressions, gestures and body movements. For instance, if you look bored at a meeting, people certainly will understand your feeling about that meeting, and they may "catch" some of your "enthusiasm."

The patterns of communication will have a definite influence on a group's dynamics.

GROUP COHESION. How effective a group is when working as a team is a measure of group cohesion. How effectively the group sticks together or functions indicates group cohesion.

Groups are cohesive through a variety of motivations. For example, if a group is attached from the outside, it usually becomes more cohesive and defends itself from the attackers. A historical illustration of this phenomenon is that which happened in Germany under the autocracy of Hitler. His scapegoating behavior developed a cohesiveness among the jewish people which had not previously existed among that group in Germany.

The kind of cohesion which is sought in effective working relationships is that which enables the members of a work group to cooperate together effectively with all individuals having certain responsibilities, and at the same time are interdependent.

GROUP ATMOSPHERE. The factor, group atmosphere, does not refer to the physical temperature of the room although the group atmosphere may be related to the temperature. By group atmosphere, we mean the informality of freedom individuals have in expressing themselves. Is the group atmosphere permissive and friendly? Are the members willing to share their personal feelings? How frankly do people express their real feelings about a problem or issue.

A good group atmosphere is necessary in developing a learning environment. One of the goals of a good leader is to create the kind of environment in which members feel free to speak when they have something to say.

The type of group atmosphere will have a definite impact on the group. Planning for this group dynamic is essential for people who want to run an effective group.

GROUP STANDARDS. The code of operation that a group adapts in a particular situation is called the group standard. This standard is a sense of responsibility that the group possesses relative to the way it carries out its work. These standards are ways of behaving that emerge from the group's past experience. Group standards are the typical and accepted ways of behaving. You can see that a group standard for or against a behavior will increase or decrease the probability of that behavior occurring. Therefore, group standards have a definite impact on the group's collective behavior.

GROUP PROCEDURES. To have an effective meeting or conference, it is necessary that the group follow an agreed-on-procedure. Some types of procedures will be helpful, others will hinder the group's progress. In certain situations, Robert's Rules of Order might prove effective, while in others these rules may prove stifling. In most growth and counseling groups, there is no need for such rigid rules of order. But in these groups, procedures do develop, and hopefully the procedures that do develop will be ones which encourage the atmosphere in which people can discuss their problems openly, and at the same time allow each other to be heard.

MEMBERSHIP CONCERNS. In any effective group situation, there is a mature functioning of group members to achieve genuine group thinking and group action. There must be shared responsibility on the part of the group members. They must want to contribute to the task of reaching the set of goals which they define. This can develop only when the chairman or designated leaders share their responsibility of leadership with the members, and when the members are willing to carry out this responsibility.

LEADERSHIP STYLES. Most research in the study of groups indicates primarily three types of leadership styles: autocratic, democratic, and laissez-faire. The most frequently found type of leadership today is categorized as "benevolent autocratic" or a combination of autocratic and democratic. This is the type of leader who wants to do something for the good of the group, but does not know how to be a democratic leader. Effective management and supervision often involves developing the talents of people around the leader and using their participation in the decision-making process.

Autocratic. The autocratic leader is authoritarian. This person makes all the policy determinations. Techniques and activity steps are dictated, one at a time, so that future steps are uncertain to the workers. Not only does the autocratic leader tends to be "personal" in his/her praise and criticism of each member's work, while remaining aloof from the group's activity except from when demonstrating how to do a job task.

Democratic. The democratic leader allows all policies to be discussed and decisions are largely made by consensus with the leader's assistance and encouragement. Group members gain a perspective of what needs to be done during their discussion periods. Only the general steps to the group goal are sketched. When technical advise is needed, the leader proposes two or more alternatives from which the members can choose the most appropriate method. Members are free to work with partners of their choice, and the division of tasks is left up to the group. The democratic is usually objective or fact-minded in his/her praise and criticism, and tries to be a regular leader member in spirit without doing too much of the work.

Laissez-Faire. The laissez-faire leader gives the group complete freedom in making individual and group decisions with minimum leadership participation. Only materials are supplied by the leader, who supplies information only when he/she is asked. This leader takes no other part in work discussion. The laissez-faire leader does not pariticpate in decisions concerning who and with whom work is done. This leader makes only infrequent statements about the member's work activities unless he or she is questioned. This leader makes no attempt to let group members know the course of events, their progress; nor does he/she attempt to regulate the work in any way. This type of leadership is the least effective, and most frustrating to group members.

LEADERSHIP FUNCTIONS. In their complex role as leader, the different types of leaders will stress different functions. Functions of leadership can be divided into primary and accessory of functions.

Primary Leadership Functions. Primary leadership functions include those which are essential to the exercise of leadership. They include being the executive/coordinator. planner, policymaker, expert, external group representative, controller of internal relations, purveyor (giver) of rewards and punishments, arbitrator and mediator.

Accessory Leadership Functions. Accessory functions are those a leader may assume or may be assigned by the group by virture of his/her leadership position. They may include being the example to follow, external symbol of the group, substitute for individual responsibility, ideologist, father figure, and scapegoat.

Interaction of Psycho-Social Forces

In understanding group dynamics, it is important to learn that the psycho-social forces which affect a group are not independent conditions. The psycho-social forces listed above act interdependently, accentuating each other depending on the strength and character of the other forces which are operating within a group. For instance, the leadership style will have a definite influence on both group cohesion and group atmosphere. Even if group cohesion is high, other factors such as membership concerns and group standards can serve to diminish or increase the group cohesion, depending on their strength and character. Every group has its own unique pattern of forces which we refer to as the group's dynamics.

Importance of Understanding The Dynamics of A Group

In social Actions, we are in groups, small and large, virtually all the time. To be effective in our jobs, we must be effective managers of groups. Whether it be the Human Relations Council, the Drug/Alcohol Abuse Control Committee, the Reahilibation Committee, staff meeting, the human relations or drug/alcohol classroom, or group counseling, group dynamics affect our ability to get the job done. Awareness and recognition of the particular forces influencing a group can make us better able to predict the outcome, and better able to influence the outcome of these various groups. Through understanding group dynamics we can become better attuned to the group process so that we can understand how the group is functioning, how the group is going about its business. If we understand this, we can help make the groups in which we work, more efficient and effective.

MAJOR DOMAINS OF GROUP FUNCTIONING

You have often heard, and at times have given expression to your own abhorence of "another meeting;" some common complaints being: they are a waste of time; some members will become angry; some members distrust the leaders' motivations; some feel "bulldozed." The two major domains (fields of action) in a group are the group's content and process.

Content

When we observe what a group is talking about, we are focusing on the group's content. The group's task may be select, define, or solve problems. The group may be delayed in meeting its objective by talking about "there and then" concerns which are usually abstract, future or past-oriented. "There and then" concerns are ones which do not involve the members directly at present. Whatever the group is talking about, be it "here and now" or "there and then," the subject and words they use are the group's content. The content of a group is what is being sand and done.

Process

When we observe how the group is going about its task of problem solving, we are focusing on the group's process. When we observe the process of a group, we are looking at the "here and now" functioning of that group. To observe process and not mere content, we focus on how the group is working; what procedures, organization, decision-making, leadership, etc., is being done. One of the easiest aspects of group process to observe is the communication pattern. To observe the communication pattern, we look at who talks, for how long, to whom, and how often. We may also notice who talks after whom, who interrupts whom, the style of communication (assertion, questions, tone of voice, gestures, etc.) among other things. It is not so important to see what is said as it is to see how. When we focus on a group's process, often what we see is the group's internal maintenance. In order to keep a group moving toward its goal, maintenance (esprit de corps) is needed. Maintenance functions which are normally observed when one looks for a group's process are the degree to which people in the group stir things up, harmonize and compromise, enjoy the process, give and receive feedback, help others contribute, accept other's feelings, express group feelings, and review the group's process. If you focus on these group maintenance functions you will be observing the group's process.

Distinguishing Between Content and Process

It is very important to distinguish between a group's content and process. You should be able to shift your focus of attention from being involved in the content to observing the process of the group. If you are able to make this shift, you will be able to know not only what is being said, but also how the group is functioning. If you know how the group is functioning, you will be in a better position to have a voice in what the group does. If you are aware of the group's dynamics and process, you will be able to influence the group to accomplish its objectives more efficiently.

Participant Conceptualizer

We ask you, when you are in groups, to become a "participant conceptualizer." Observe how the group is functioning, while at the same time, you are an active member in accomplishing the group's task. Share your thoughts and feelings, your perceptions with the other group members, risk a little. Increase your awareness of the sources and conditions of the psycho-social forces affecting your group. As you begin to be a "participant conceptualizer," you will probably increase your enjoyment and satisfaction in being a member of a productive group.

SUMMARY

Groups influence us in four ways: how we perceive ourselves and what we are, how we perceive others and their intentions, by affecting the structure and arrangement of our thought patterns, and influencing even our most basic of ideas.

The relationship between the degree of warmth and affection expressed by institutions and families to mental illness is: Children develop in emotionally and intellectually immature ways when the institution is characterized by coldness, formality, efficiency and sterility. Coldness of institutional programs leads to temper tantrums, stealing, acting out, hostility, and inordinate demands for attention. Children learn much more and faster in schools which have teachers who are warm, accepting, and empathetic. Homes of schizophrenic patients are characterized by conflict and lack of warmth. Parents of deliquent children are more rejecting and hostile to their children than normal homes.

Group dynamics are the forces which influence a group. Awareness and recognition of the particular psycho-social forces influencing a group enables us to be better attuned to the group process and thereby influences the group's outcome.

The two major domains of group functioning are: content and process. A group's content is what is said or done; whereas, the group's process is how the group goes about accomplishing its task.

Next, we will examine the performance objectives which, if followed, will help you communicate more effectively in the small-group situation.

INTERPERSONAL COMMUNICATION SKILLS

There are a number of ways you can improve your interpersonal communications. This portion of the study guide will explore keys to personal awareness with guidelines. This reading will expound upon the activity which will be going on in the living laboratory of personal growth and development. To better understand what is written here you are invited to read and discuss these prior to entering into the group situation.

The degree that you are willing to share your thoughts and feelings in the group usually dictates the amount of learning you will derive from the group.

Participate In the Learning Environment

SHARE THOUGHTS. Thought process is "reading" the group and your responses to group stimuli at a cognitive or thinking level. Sharing your thoughts with the group means risking your self-esteem, but it is the only way you can check your interpretation of process for accuracy.

SHARE FEELINGS. With thoughts come feelings, and you need to align your thoughts and feelings in order to become more attuned with what is going on within you as well as others. In our society men in particular, have difficulty sharing feelings. In dealing with people, it is essential for you to be able to express your feelings. Sharing thoughts and feelings sometimes reveals very positive things about oneself, such as learning that you are astute and accurate in feeling interpretation.

LEARNING PROCESS

Keep an open mind. Working at acceptance of others, having humility, and a keen desire to understand others, will facilitate growth in groups. A closed mind, a prejudiced mind, cannot learn what others will teach us through revealing their experiences, thoughts and feelings. It will take a conscious effort to keep preconceived notions out when listening to others.

Being Attentive

Being attentive means to focus on what the individual is saying, both verbally and non-verbally. It means listening with the entire body, not with just the mind. It means "tuning in," the eyes, the ears and the body; giving the speaker or the group all of your energy toward listening.

Listening to others

Active listening is being with the individual who is communicating, whether they are conveying a thought, an emotion, or just talking with no specific purpose in mind. Active listening requires discipline; a "want" to hear, not a "got" to hear. In the group process, listening and observing are key elements, this job should not be left up to the facilitator, it is part of group functioning and participation.

Attending to the Issues at Hand

It is imperative that group members attend to the issues at hand and not attempt to change subjects at will. This will require some to sit on their problems or needs for a while to aid others. Detracting from the issue can sometimes have a bad effect on the person or persons who raised the point at hand for it can be construed as a "discount." Everyone in the group has a right to be heard. Attending to the issues at hand will facilitate this process.

ACCEPTANCE OF FEEDBACK

Rarely are we afforded the opportunity to receive honest feedback on how we are perceived by others in an everyday situation. Almost as rare is the opportunity to learn to confront others by providing them feedback on their behavior. The development of an ability to give and receive feedback is an important aspect of our growth. How are we going to grow and change, if we are not aware of those behaviors that are inhibiting our movement toward full potention? A preface to feedback requires close scrutiny of out openness to others, our defenses and our ability to stay in the "here and now."

Openness

Openness is allowing others into your psychological "space." Being open is difficult in today's relatively "closed" society. How many times have you met a person, disliked them at first, but after you knew them better, found this person to be likeable? This person was probably not "open" with you to begin with. How many times has someone said to you, "You're not at all what I thought you were like, when I first met you?" Again, your openness was probably lacking. You, like others, reveal that which you want people to see. Being open about yourself, and not presenting a facade, is quite risky since you can be so easily misinterperted. Being open takes risks, the risk that the "real you," will not be acceptable to others. Few people in today's society will affort themselves that risk. However in the group situation, you will be asked to display openness so that you can see yourself as others see you. If you don't show your real self to others, they cannot give you true feedback on your behavior, and you will miss the opportunity to receive this feedback.

Nondefensiveness

Of course, the opposite of nondefensiveness is defensiveness. All of us have a tendency to place barriers in front of ourselves for self-pretention. We have defense mechanisms which come in many forms, adapted at a conscious or unconscious level. In a group setting, these mechanisms come into paly in the form of silence, anger, aggression, withdrawal, to name a few. Developing nondefensiveness requires acceptance; acceptance of feedback as to how we affect others. Listening to criticism without rationalizing the behavior that promoted the criticism. Accepting others and their viewpoints without a desire to change them is another form of nondefensiveness. Also, to make a statement, have it challenged, and not respond is practicing nondefensiveness.

Here and Now

"To the degree that I am in the (here and now) is the degree that I am healthy." A quote from Michael Grinder's book, I AM, seems to sum up the importance of staying in the "here and now." Being out of touch with reality, living in the "there and then" (past or future) describes the "here and now" opposites. Of course our dreams, wants and plans have a place in our lives, but to live these as if they were today, diminishes our "reality base" to a point that we could lose touch with living our day-to-day lives. Moving out of the "here and now" can be done on a conscious or unconscious level, it could be something we do frequently and are not aware of it. It is important, in the practice of here and now behavior, to have "presence," being a part of whatever we are doing today, a part of our work, play, environment in general. It is important to keep touch with reality as we perceive it. "Here and now" behavior can only be accomplished through fact, not fantasy; in other words, what is really going on in our lives. Staying in the "here and now" enables us to deal with reality as it exists when we are best able to deal with it, right now while it is happening.

FEEDBACK TO OTHERS

Are we so sensitive to the feelings of others that we do not need information from others about our behavior? In most cases, the answer to this question is "No." We operate on a stimulus-response basis with our environment. Our interpersonal relations with others is based on feedback, both verbal and nonverbal, we receive from others. Here, you will be asked to provide others feedback on their behavior so that they will know how their behavior affects you. Rarely does the opportunity arise whereby you can be observed and be told how your behavior affects individuals in a group. Honest feedback does not mean that you will be told or you will tell others what they want to hear; but rather honest reactions to behavior are mirrored back to group members so that it is possible to determine one's effect on others. Feedback is best given in the following way: Feedback should be specific, timely, behavior others can change, a personal expression of your feeling about that behavior, and be validated.

Specific Behavior

You are not in the group to be torn to shreds with barbs, nor are you there to be pacified. You should not be attacked and told to change, this is not the purpose of feedback. You will simply be told how something you have said or done affected others. Your beliefs are yours and should you decide to change them, you may do so, but no one is going to attempt to make you change. As you want to be treated, you should treat others in the group. Be specific when you give feedback, it is very difficult to react to global generalities, but people can react to "When you did this behavior, I felt ________." Therefore, when giving feedback to others, state the specific behavior.

Timely

It is imperative to stay in the "here and now," therefore timeliness if of utmost importance. It is acceptable to draw upon "there and then" experiences only if they relate to the "here and now." Too much deviation from present indicates "there and then" living which will inhibit the learning process. Often you have experienced being around those who like to play the game of "I can remember when," and nostalgic journeys begin which provide little or no pertinence to what is going on in the group. Have you gotten bored by someone "saving stamps" and dumping all their feedback they have saved up for 2 months all at once? Feedback, to be effective must be near to the event in time.

Behavior Others Can Change

It does no good to give a person feedback on something he or she cannot change. One cannot change the fact that one has white or black skin, that one has a broken arm, or that one does not have the use of his/her legs and must operate from a wheelchair. Since one cannot change these kind of permanent characteristics, it does no good to badger that person with feedback about something he/she cannot do anything about. To be effective, feedback must be put in such a way that the person to whom the feedback is directed, understands that he/she has control over it and can choose to change the behavior if he/she wants to.

Personal Expression of Your Feeling

When giving feedback, you should give in such a way that the feedback is a personal expression of your feeling about that observed behavior. If you tell a person that his/her behavior was "bad, incorrect, wrong, or insane," that person will tend to become defensive. If that person becomes defensive, that person will have difficulty hearing what you are saying. It is far better to say to the person, "When you did (behavior), I felt (your feeling)." In this way, you give the other person a chance to see how he/she affected you in a personal way without condeming the other person's behavior and encouraging them to be defensive.

Validated

Finally, when giving feedback, it is best to validate whether your feedback seems to be true to the other person. It is entirely possible that you have taken a portion of the other person's behavior and misinterpreted their intentions. You have the opportunity to validate, or "check out" with the other person whether in their opinion your feedback is correct. Validating your feedback is essential to good communication; otherwise, you could be operating from a base of much misinformation. Validating feedback gives you the opportunity to see how your feedback has affected the other person. Since there are times when your feedback may affect the other person more than you anticipate, or may be misinterpreted by the other person, validating your feedback is an essential part of relating effectively to others.

RESPONSIBLE FOR OWN BEHAVIOR

There are many ways in which people can diffuse or disguise responsibility for statements made in groups. We will look at three ways to disguise responsibility, and then ways you are expected to take responsibility for your behavior in groups.

WAYS TO DIFFUSE OR DISGUISE RESPONSIBILITY

Speaking For The Group

Unless you have cleared what you want to say with the rest of the group, and they gave you permission to speak for them, chances are that when you say, "We feel_____." you are speaking for yourself, not the group. By saying "We feel" you are disguising who feels that way. You are not taking responsibility for your feeling. In groups, it is important for people to know you. If you only speak for the group and not yourself, it is very difficult to sort out what you stand for. You may believe that it is more polite to say, "We want___." than "I want_____." But in reality, it is far less polite to speak for the group, when in reality you are only speaking for yourself.

The Invisible "You" or "One."

You have probably heard people give their reason for doing or not doing something by stating, "You can not do that." or "One has to do this." The real question here is, "Who says you can not or that you have to do this?" Who is responsible for saying you can or cannot do this? In the case of these two sentences, the person responsible is invisible. No one is responsible. This is why we ask you to say, "I won't to that." or "I want to do this." rather than the sentences in which no one was responsible. The later sentences are much clearer, and the person making the later statements is taking ownership for his/her preferences.

Me-Too-Ism

In taking responsibility for your own thoughts and feelings, we ask you to surface these thoughts and feelings in such a way that people will know where you stand. If you wait for others to make a statement, then say, Me, too." the others in the group will not know what your thoughts and feelings are. They will only know that you agree with others alot. It takes guts to come up with your own ideas and state it as your own. It may be difficult as first to overcome the fear that others may reject your own idea, but it is the only way people will come to know that you have ideas of your own, and what they are. "Me-too-ism" disguises responsibility.

WAYS TO TAKE OWNERSHIP FOR BEHAVIOR

The best way to take responsibility for your own thoughts and feelings is to make "I" statements. Instead of speaking for the group and saying "We want ____." say, "I want _____."

Instead of using the "invisible you" like, "You can not do that," say "I won't do that." Instead of only agreeing with something already said, come up with your own original ideas; ones which others can respect or reject. This takes a great amount of risk, but without risk, you will not be known in the group. If you are not known, others will be unable to give you feedback, and then you will miss this great opportunity to know how others feel about the "real you."

THOUGHTS VERSUS FEELINGS

In Social Actions our business is people. To understand people and help them help themselves, we must be able to become aware of behavior and its meaning. We must understand the messages that are being sent by the person we are trying to communicate with. We must be able to distinguish between behaviors that express feelings and those which express thoughts. Often, people confuse thoughts and feelings. But to help people communicate more effectively, we must clarify what they are thinking versus what they are feeling. This difference is between the cognitive (thought) and affective (feeling) processes.

"Feel" statements refer to the connotative aspects of the environment. They attempt to report our internal affective, immediate, nonrational, emotional, "gut" response to environmental events. Usually, feel statements are personal and idiosyncratic, in that they refer to inner states, what's happening inside of us. Feel statements, like dreams, cannot be true or false, or good or bad, but only honestly or dishonestly communicated.

Changes inside of us provide direct cues to the feelings we are experiencing. A change in bodily functioning -- muscle tightness, restlessness, forwning, smiling, inability to stay with a conversation -- tells us how we are reacting to what is happening. The sudden emergence of fantasies, impulses ("I want to go over and sit by Kathy") or wishes ("I wish Tom would shut up") into our consciousness can provide immediate entry into the rich and productive area of feeling communication if we can express them.

Sometimes we can also become aware of what is blocking our awareness of what we are experiencing. Shame is one kind of block, especially when the imoluse sounds childish or regressive. Fear that if we communicate wishes, overt behavior will result is another bugaboo. It's a leftover from the magical thinking of childhood. Often, we have a clear expectation of judgement from others if we dare to express ourselves. In a well functioning group, these blocks do not correspond to reality. It can be truly liberating to express your feelings without shame, fear or judgement.

ACTIVE LISTENING. To become aware of what others mean, we must actively listen to what they are saying. When people express themselves, they usually speak with more than their voice. The meaning

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of the message a person sends to others is usually transmitted by body gestures, movements, nods, eye movements, posture, etc., as well as the words and tone of voice. Unless we are "hearing" more than just the mere words of a conversation, chances are we are missing much of what is being said. Not only must you "listen" carefully to what is being said by all the person is doing, but you must also validate, or ask questions about the meaning of what the other person is saying. Only by validation will you know for sure what the other person meant. Active listening of this nature will enable you to understand others much more clearly. Once you hear all of what a person is saying, then you can look for the distinction between thoughts and feelings.

DISTINGUISHING BETWEEN THOUGHTS AND FEELINGS

Feelings can usually be expressed in one or two words, as opposed to thoughts. For example, "I am angry, I am upset, I am confused," and "I feel good." are all feelings. Many people confuse thoughts and feelings by saying such things as, "I feel that you are bad." or "I feel like you want me to hit you." Both of these statements are thoughts, not feelings. Usually if the words "like" or "that" follow the word "feel," that statement will not be a feeling; it will be a thought. There are relatively few feelings, and they are usually stated like this, "I feel (adjective) or (adverb)."

RESPONSE IN THE HERE-AND-NOW

Some of us spend much of our time reacting to and reliving the past, while others spend much of our time being anxious about tomorrow. The danger in living too much in the past or future is that we may not be paying enough attention to the present, the time when things are really happening to us, and the time when we can influence what is happening to us.

Here-and-Now

The principle of "here-and-now" -- the concept that if a person stays in the present, focuses his/her attention in the present -- he/she will better be able to respond to his/her environment and make wiser decisions about his/her life. When in the "here-and-now," the individual is totally emersed in the present. The person is totally experiencing the present moment cognitively, emotionally, and physically. The "here-and-now" includes the content and structure of the present experience. To recognize when people are in the "here-and-now" look for the following: expression of present feelings, thoughts; willingness to bring the past or future into the present; expressing the physical body experience which is present "now."

There-And-Then

When people find it difficult to live and experience themselves in the present, they interrupt their present group participation with memories of the past, or aspirations or anxieties about the future. Often, leaving the "here-and-now" may be a defense to avoid dealing with a present issue. Signs that a person is in the "there-and-then" are as follows: difficulty in dealing with present issues; insisting on continuously talking about the past or future; projecting blame for the present situation on individuals in the past; defensively explaining why things are the way they are; etc. "There-and-then" behavior tends to be a very inefficient way of dealing with life. If you are not "here-and-now," you are unable to deal with life as it exists. If you are not perceiving what is being said and done in the present, you will not be able to make effective decisions about your life.

Causes of Leaving the Here-and-Now

There may be good reasons to leave the "here-and-now" such as planning for a future problem, discussion of a past event to understand it better, but when avoidance of present painful experience is the cause watch for a distortion of reality. When the present situation becomes too painful, people tend to avoid dealing with the present issue. Not dealing with the present issue, makes them feel good, temporarily. But in the long run, if you do not solve today's problems today, you will have twice as many tomorrow. If you have twice the usual amount of problems, chances are that you will put off solving them until later, too. This cycle can lead to the situation in which an individual rarely stays in the "here-and-now" because he/she has so many problems to avoid. In this situation, the person's self-concept has probably fallen to the point that he/she will have difficulty mustering the courage to stay in the "here-and-now" and face the building problems.

How to Keep Yourself and Others In The Here-and-Now

There are several techniques which will help you and others stay in the "here-and-now."

WARM AND OPEN ATMOSPHERE. The group's atmosphere is extremely important. If the atmosphere is one of recrimination and hostility or blame, chances are, everyone will stay on the defensive, and avoid present issues. A warm, friendly atmosphere in which problems can be openly discussed and solved creates the faith that it is safe to be in the "here-and-now."

AVOID WHY QUESTIONS. When you ask a person why they did something or why things are the way they are, the person tends to go into a "there-and-then" explanation of why that is so. The person responding to a why question will have to avoid the present considerations of "What do we do?" "How do we do it?" and "When can we expect it to be done?" If you are being asked a why question, avoid giving a defensive because answer. Bring the conversation back to the present and answer the what, how, and when questions.

SHARE YOUR PERCEPTIONS. When a group member is leaving the "here-and-now," share your perception that he/she is talking about a "there-and-then" issue. Check your perception out with the person, and invite them to come back into the present. Remember that people usually leave the "here-and-now" because something is threatening. Try to identify what is threatening and deal with that issue. This will get the issue or "unfinished business" resolved so that the person can stay in the "here-and-now."

RESPECT FOR THE FEELINGS OF OTHERS

It is easy to have respect for the feelings of others when their feelings are similar to or in agreement (congruent) with our own feelings. It is more difficult, however, to respect the right of others to have feelings that are different from our own. We all come from different backgrounds, we have different values, we see things differently, and consequently we feel differently about events that happen to us. If we "put down" a person because his/her feelings is different from our own, we are likely to silence, anger, or alienate that person. At best "putting down" others inhibits communication, and less desireably permanent rifts may be caused. Let us examine a person's right to his/her own feelings, the consequences of ridiculing a person's expressed feelings, and how we may improve interpersonal communication by respecting each others' right to hold different values and express different feelings about the events that happen to us.

The Right to One's Own Feelings and Values

Each one of us has a unique background of different experiences. Because of our personal history, we each have formed values, ones which differ depending on how similar or dissimilar our background and experiences have been. Each of us brings to the present situation our history, our attitudes, our values, and our needs; these combine to shape how we perceive events happening to us. When an event happens to us in the present, each of us reacts to that event differently, depending on our background. Being the unique person each of us is, we all have the right to feel differently about a situation we are presented with.

Consequences of Ridiculing a Person's Expressed Feelings

It is easy for us to begin to believe that because we are logical people, everyone else presented with the same situation should feel the same about that situation as we do. As you have, no doubt, experienced, this will not always be the case. When two people feel differently about an event which confronts them, they have a choice to make. They can choose to accept the feeling of the other person, though it be different from theirs; or they can reject the other's feeling. Should you reject the feelings of another person as being invalid, improper, etc., you may ridicule or "put down" the other person. If you ridicule others' expressed feelings, there are several consequences which you may face.

SILENCE. If you ridicule another person's expression of feelings, that person may be hurt and decide to remain silent rather that run the risk of being hurt again. This fear of being hurt cuts off communication. Without knowing how others around us feel, we are cutting off vital information which we need to make decisions.

HOSTILITY. If someone ridicules you for your expressed feeling, you most likely will become hostile. When you ridicule others for their feelings, this is what they are likely to feel toward you. If they feel hostile toward you, there are several actions which may occur.

Cease Attempts to Communicate. Without feedback from others around you, it will be difficult to make desicions. If others are angry, chances are they will cease attempts to communicate with you, and you will not get the feedback you need. Even if they continue to communicate with you, chances are the communication will be distorted.

Express Hostility. If others are angry with you for ridiculing their feelings, they may openly express hostility to you verbally or physically.

Plot/Seek Revenge. If others are angry with you they may plot against you or seek revenge in some other way. They may seek others in the group to join with them against you.

SNOW-BALLING EFFECT. When you get a situation going in which there is disregard for the feelings of others and resultant, silence, hostility, and revenge attempts, the situation usually gets out of hand, producing a "snow-balling effect." In situations like this, there is anything but good communications. Situations like this should be avoided if at all possible.

How Respecting The Feelings of Others Improves Communication

To gain an atmosphere in which issues may be openly discussed, it is necessary to respect the right of others to be different. We cannot demand that others must change to suit us. If you have "empathy" for another person's feelings, this does not mean that you agree with their perception. It does mean, however, that you attempt to understand the feelings of others. By attempting to understand their feelings by asking questions about what led them to feel this way, you initiate good communications. In these circumstances, the group atmosphere is one of open discussion and communication, rather than one of hostile silence and recrimination. To really hear what the other person is saying, one must drop the fear that attempting to understand the other means agreement with their behavior. To really hear, you must drop your defensiveness and really believe that others have a right to feel differently about things. Once you clarify differences, then it is often possible to negotiate compromises or ways you both can achieve your goals.

EMPATHY

Hearing the words that others say is only a small portion of listening and understanding what they mean. It is only by a great deal of effort that we are able to understand what the other person means. One of the best ways to understand is to put ourselves in the other person's "shoes" for a moment. Empathy is one of the best techniques for understanding what the other person means. But empathy should not be confused with sympathy or agreement with the other person's actions. Communication with another person is difficult because of the differences in experiences, attitudes, and values. Empathy helps us bridge the communication gap.

Definition of Empathy

Websters Dictionary defines empathy as "intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another person." This essentially means understanding, knowning how other people feel or think; why they feed/believe that way; what has led them to feel/believe that way. Do not confuse empathy with sympathy. Sympathy means, "harmony of or agreement in feeling, as between persons on the part of one person with respect to another; commiseration; consonance, or accord." Sympathy connotates agreement with the actions/feelings of others, where as empathy only means understanding of those actions/feelings. Thus, it is possible to understand the feelings/actions of others without agreeing with that person's actions/feelings.

Demonstration of Empathy

We ask you to attempt to understand and reflect (empathize with) the feelings of others in the group situation. We ask you to do this because it will aid interpersonal communication greatly. It is very difficult to understand what a person is saying if we defensively look for what we believe differently from that person. Try looking for similarities in feeling or how you would feel if you were in the same situation. Put yourself in the other person's shoes, temporarily. Once you get in touch with how the other person feels or understand the reason they took the action they did, then reflect what you understand to the other person. Let this person know that you do understand. If you do not agree with their action or you feel differently about the situation, then you may explain how you feel and the additional or different data that leads you to feel differently. If there are good communication channels established in the group, the other person will listen and attempt to understand how you feel. Each person has a right to their different feelings, but we must understand and accept the right of others to their feelings. Through attempting to empathize with and reflect other's feelings, we open communication channels. This opens the possibility of acceptance, negotiation, compromise, and/or mutual respect. Empathy and reflection of others' feelings is essential to good communication. Without empathy and good communication, it will be impossible for us "helpers" to succeed in helping those who seek help.

REFLECT, CLARIFY, SUMMARIZE, AND ORGANIZE

Another important part of the communication process is the ability to reflect ideas and organize these ideas so that they become clear to other group members.

Reflect Statements of Others

In the active listening process, it is necessary for the listener to listen carefully for what is being said, empathize with what is being said, then reflect back to the sender what you believe is being said. Reflection of the statements of others involves clarification and summarization.

CLARIFICATION. One of the easiest ways to clarify what another person means is to ask that person what he/she meant. You may say, "Did you mean (putting their statement in your own words)?" This will generate a dialogue in which the other person can explain what was meant. Often, obtaining the facts surrounding an event or feeling will help you clarify what was meant. Using similes or metaphors will help you understand their meaning; such as, "It was like _____." If they are speaking in generalities, ask the person to give you specific examples of what they mean. All of these techniques will help you clarify what is meant.

SUMMARIZATION. Once what the other person has said has been clarified, the next step in the communication process is to summarize in your own words what the other person means. Be sure to check your summary out with the original sender. Does your summary still reflect what that person meant? Summaries are much easier to remember and work with, and so you want to make sure that your summary of what the other person meant is correct.

Organize What the Other Person Said

The next step in the communication process is to organize what they meant in terms of things you know. This means "pulling together" what is said in terms of what is meaningful to the group. Relate what you said to the experience of the group; something they are familiar with. This will aid in integrating the ideas of others into workable solutions for the group.

SUMMARY

These performance objectives which you are expected to live by during small group activities are ways in which you can take advantage of the communication sent to you. Without practicing these communication methods, you will be operating in a feedback vacuum. Without communication, we operate in the dark, basing out decisions on little, if any, accurate data. In a field that attempts to help people, good communication techniques are essential to the helping relationship. Practice gained in the small group laboratory situation will be an invaluable experience for improving and fine-tuning your communication skills before reaching the field.

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PART II - TEACHING GUIDE

INTRODUCTION (5 Min)

ATTENTION

We in Social Actions deal with a wide range of controversial areas/ Equal Opportunity and Treatment (EOT), drug/alcohol abuse control, and race relations all have their own peculiarities. Yet, there is a common thread which weaves its way through each facet of Social Actions business. That common thread is people.

MOTIVATION

Each and every day, we deal with people in some fashion or another and, therefore, we need at least a degree of understanding in terms of why people behave as they do. The greater understanding we have of people, the more assistance we will be able to provide — whether we are talking about day-to-day transactions or actually counseling an individual who is experiencing difficulty in being a productive member of the Air Force society. Another consideration is the increased self-awareness that can be gained; that is, it is not only important to understand others, but it is equally important to understand ourselves.

OVERVIEW

Specifically we will be discussing

1. A brief history of TA.
2. Structural Analysis.
3. Second Order Structure.
4. The concept of stroking.

TRANSITION

BODY (11 Hrs 45 Min)

PRESENTATION

4a. Using Transactional Analysis (TA), identify the factor(s) which describe the formation and operation of the human personality in interpersonal relationships.

1. Historical development of Transactional Analysis.

a. TA was developed by Eric Berne, M.D., a social psychiatrist.

(1) Keen observation of human behavior with tremendous initiative and insights.

(2) Discovered early in professional career that using intuition and only three questions he could make accurate predictions of his clients' behavior.

b. Eric Berne was trained as a psychoanalyst, but after 15 years of training as an "analyst" he abandoned this traditional approach to treatment. TA, however, had its roots in psychoanalysis, and was developed as an offshoot of psychoanalysis.

(1) The break from the traditional psychoanalytic approach was related to two factors:

(a) Berne's use of nontraditional approaches such as humor and heavy emphasis on groups.

(b) Disregard for traditional status used by the psychiatric field.

c. Based on his group experiences, the TA concept of interpersonal communication emerged. (Transactions)

(1) From the group experience he developed a TA language which was easily understood by both the therapist and client.

(2) This language was used to help the client understand (cognitively) how his/her behavior was disfunctional.

d. Berne also observed in his clients what appeared to be ego images. Some clients would:

(1) Behave as though they were little children, dispite their age.

(2) Act as parental figures.

(3) Deal with factual data like a computer.

e. His clients would switch back and forth from one ego image to another. From this he developed the concept of Parent, Adult, and Child ego states.

f. Berne observed that when people were in group settings a communication pattern developed which was almost predictable.

(1) People seemed to arrange certain outcomes for themselves.

(2) From this Berne developed the "game" concept of TA.

g. He continued to observe his clients, and to disregard information learned in his traditional psychoanalytic training.

(1) Berne discovered the importance of such concepts as strokes, and time-structuring. (2) He continued to observe transactions, games, and eventually developed the concept called "Life Scripts."

h. By the end of the 1960's his theory was almost completely developed.

i. Other psychologists have continued to develop and expand his theory.

EVALUATION

1. From what school of psychology did Dr. Berne break off from to form TA?

2. What observations led Dr. Berne to formulate TA theory?

3. What major differences were there between psychoanalysis and TA?

TRANSITION:

2. Structural Analysis of the personality to include the development and characteristics (verbal and non-verbal) of the Parent, Adult and Child.

a. Structure analysis is the basic concepts of the Parent, Adult and Child ego states.

b. Child Ego State

(1) Development:

(a) At time of birth the Child ego state is all that exists in an infant.

(b) The Child is the source of energy, and consists of inate wants and feeling states.

(c) Since an infant has essentially no vocabulary from birth to 18 months most his/her reactions are feelings.

(d) Recordings of internal events (feelings) in response to external events (mostly mother and father) between birth and age five (a felt concept of life).

(e) The Child ego state is essentially preserved in its entirety from childhood throughout one's life.

(2) Characteristics of the Child. When a person is functioning in the Child ego state/mode, she/he behaves as she/he did when she/he was a little boy or girl. You can identify the characteristics of the Child ego state by the verbal and non-verbal cues a person exhibits when in this ego state.

(a) Nonverbal cues consist of tears, quivering lips, rolling eyes, pouting, whining, down-cast eyes, squirming, tantrums, shrugging shoulders, teasing, delight, laughter, hand-raising for permission, nail biting, jumping up and down with excitement, etc.

(b) Verbal cues could consist of numerous statements, such as:

1 "I dunno. I wanna. I wish. I don't care. I guess."

2 Many superlatives, such as: biggest, best, better (as in, "Mine is better than yours.").

3 Curiosity words, such as: what, where, who, when, and how (which can also be Adult cues).

(3) A Child ego state much younger than a year is rarely observed, since persons who habitually express this ego state are usually severely disturbed; to function properly in society, one needs the other ego states.

(4) The value of the Child should not be underestimated. It is said to be the best part of a person, and the only part that can really enjoy itself. The Child is the source of spontaneity, creative change, and the mainspring of joy.

c. Parent Ego State

(1) Development:

(a) The Parent ego state consists of attitudes, perceptual styles, and behaviors taken in from outside sources, primarily from one's parents.

(b) The Parent is a recording of the person's perception of what significant figures in his/her life have said or done.

(c) The Parent ego state is essentially non-perceptive and non-cognitive. It is simply a constant and sometimes arbitrary basis for decisions, the repository of traditions and values, and it is vital to the survival of children, and civilization.

(d) It operates validly when adequate information for an Adult decision is not available; but in certain people it operates in spite of adequate adult information.

(e) The Parent, while taken whole from others, is not a fixated ego state since it can change over time. A person's experiences can add to or subtract from his/her Parent repertoir of behavior and thoughts.

(2) Characteristics. The Parent ego state characteristics or cues are ones which you generally associate with someone talking to a child. Certain verbal and nonverbal cues will help you identify when a person is in the Parent ego state.

(a) Nonverbal cues consist of furrowed brow, pursed lips, pointing index finger, hands on hips, head-wagging, pat on the head, horrified look, wringing of hands, folded arms, foot-tapping, tongue-clucking, etc.

(b) Verbal clues could consist of numerous statements, such as:

1 "I'm going to put a stop to this once and for all."

2 "I can't for the life of me..."

3 "Now, always remember..."

4 "How many times have I told you?"

5 "If I've told you once..."

6 "If I were you..."

7 Words like: stupid, naught, ridiculous, asinine, poor thing, no-no, sonny, honey, how dare you, and now what.

8 Although these are clues, they are not conclusions.

c. Adult Ego State.

(1) Development:

(a) The human nervous system is not fully developed at birth. It is developed at about age 12.

(b) Logical thinking probably does not begin until late in the first year of life. (10 months) Logical thinking slowly increases until full abstract thinking is available by around age 12. It is at this age that the Adult becomes fully functional.

(2) Characteristics:

(a) The Adult ego state objectively appraises reality.

(b) It gathers, stores, and uses information from all sources-internal from the other ego states (Child and Parent), as well as from the external world.

(c) The Adult uses this information to make statements and estimates possibilities.

(d) The Adult is often called the computer because it functions like a digital computer. It computes logically, and without feeling, the data it has taken in.

(e) Nonverbal cues consist of:

1 Listening as a continual movement of the face, eyes, body, with an eye-blink every three-to-five seconds. Nonmovement denotes non-listening.

2 The face has a straightforward expression and the head is straight. Listening with the head tilted denotes an angle in mind.

(f) Verbal clues consist of:

1 Questions, such as: what, when, how, where, who, etc.

2 Responses or statements, such as: how much, in what way, true, false, probably, possible, I think, in my opinion, etc.

EVALUATION

1. What are the differences in the development of the three ego states?

2. What are the characteristics of the Parent? Nonverbal cues? Verbal cues?

3. What are the characteristics of the Child? Nonverbal cues? Verbal cues?

4. What are the characteristics of the Adult? Nonverbal cues? Verbal cues?

TRANSITION:

3. Second order structural analysis: Elements contained within the three ego states and their effects.

a. Second order structural analysis is a finer analysis of the Parent, Adult, and Child ego states as initially defined in structural analysis.

b. Child Ego State:

(1) Within each Child ego state there is a Parent, Adult, and Child ego state.

(2) The Child in Child, more commonly known as the "natural" or "free child", is that part of the Child ego state that is the very young, impulsive , untrained, expressive infant still inside each person. It is often like a self-centered, pleasure loving baby responding with cozy affection when his needs are met or with angry rebellion when they are not met.

(a) The function of the "Natural Child" is spontaniety, intimacy, and joy. Thus, many people in Transactional Analysis have labeled this the most delightful part of the personality.

(3) The Adult in the Child, "Little Professor", is the unschooled wisdom of a child. It is that part of the Child ego state that is intuitive, responding to nonverbal messages and playing hunches. With it a child figures things out, things such as when to cry, when to be quiet, and how to manipulate mama into smiling. The Little Professor is also highly creative!

(a) The function is rationality, logic, awareness, creativeness, and manipulativeness.

(4) The Parent in the Child, "Adaptive Child", is that part of the Child ego state that exhibits a modification of the natural child's inclinations. These adaptions of natural impulses occur in response to traumas, experiences, training, and most importantly, to demands from significant authority figures.

c. Parent Ego State:

(1) Within each Parent ego state there is a Parent and Child ego state.

(2) In addition, there is a Parent, Adult, Child ego state within the person's Parent received from his father and mother.

(3) The Child in the Parent, more commonly known as the "Nurturing Parent", is that part of the Parent that is sympathetic, protective, and nurturing. It provides the child with essential survival needs, both physical and psychological. In addition it provides the little person under its care, or others, with permission to grow and become autonomous and creative. This is the second part of intimacy.

d. The Parent in the Parent, more commonly known as the "Critical Parent," is that part of the Parent ego state that is controlling, directing, domineering, and authoritative. It bosses the little person or others and at times may brutalize it. It is frequently in conflict with the Natural Child. This part of the ego state may irritate or alienate others.

EVALUATION

1. What characteristics does the Child in the parent ego state have?

2. What is meant by the "Adaptive Child"?

3. What part of the Parent ego state is controlling, directing and domineering?

TRANSITION:

4. Concept of "strokes" and examples of the four types (positive, negative, conditional, unconditional).

a. A "stroke" is the fundamental unit of social interaction. In TA stroking is any act implying recognition of another's presence.

(1) The infant has a need for stimuli within his environment. The work of Spitz and others dramatically documents the withering of infants raised in an environment that is devoid of stimuli, particular physical stimuli such as touching, carressing, and holding. Strokes are primarily physical the first 10 months of life.

(2) As the infant matures, this is transformed into a substitution known as recognition hunger. However, it is important to remember that the original need for touching is still active in the drive for recognition.

(3) An exchange of strokes between individuals constitutes a transaction, which is the unit of social intercourse.

b. Positive Stroking: This type of stroking develops and maintains emotionally healthy persons. Positive strokes range in value from the minimal maintenance of a "hello" to the depth encounter of intimacy.

(1) When strokes are positive they leave the person feeling good, alive, alert, and significant.

(2) At a greater depth they enhance the individual's sense of well being, endorse his intelligence, and are often pleasurable.

(3) Positive strokes are often an expression of affectionate or appreciative feelings:

"You're sure fun to dance with."

"I'm glad I've got you for a son."

"You really saved the day for me by finishing that report."

"It's a pleasure to work in the same office with you."

(4) Positive strokes can also give a person information about her compentencies. They can help her become more aware of her individual skills and resources.

(5) Listening is one of the finest strokes one person can give another. The most effective listening involves focusing all of one's attention on the speaker, a discipline which can be learned.

(6) Everyone needs strokes and if they do not get enough positive ones, they often provoke negative ones.

c. Negative Stroking: This type of stroking is either the lack of attention or negative attention that hurts emotionally or physically. Ignoring a person or giving them negative strokes sends the message, "You are not OK." When a person is ignored, teased, diminished, humiliated, physically degraded, laughed at, called names, or ridiculed, he is in some way being treated as though he/she is insignificant. The person is being discounted.

(1) Being discounted is always painful. When parents discount children it leads to personality pathology. Between grownups it leads to unhappy human relationships or feeds into destructive patterns of behavior.

(2) Parents ignore and fail to stroke their children for many reasons. Most often because in their own childhood they were themselves not touched enough and learned to "keep their distance."

d. Conditional Stroking: This form of stroking is given in return for a behavior valued by the person delivering the stroke. As long as the valued behavior is continued the person will continue to receive strokes. Healthy parents utilize this to build healthy, adequate children, with praise about self, school, and society at large. Unhealthy parents may use the same modality to bring about negative behaviors or feelings.

(1) Example of positive conditional strokes:

"Wow, it's really neat when you hang up your clothes."

"I'm really proud of you for making this report card."

"You really did an excellent job on that briefing, thanks."

(2) Example of negative conditional strokes:

"You flunked again, didn't you, I knew you'd never amount to anything."

"Damn it, Ruth, when are you going to learn to add and subtract and balance the checkbook?"

"Airman, since when do you have permission to talk to him."

e. Unconditional Stroking: This form of stroking is given in return for being, for one's mere existence. No behavior, other than the life functions of breathing and other bodily processes are necessary. Healthy parents use this with their children to reinforce a sense of belonging, of loving, and of giving. Unhealthy parents use this to reinforce a lack of self-worth, a denial of the person's existence.

(1) Example of positive unconditional strokes:

"You are really neat (picking up child), and I love you (hugging)."

"Darling, I adore you." (lover to lover)

"I love you." (Person to person)

(2) Example of negative unconditional strokes:

"You are stupid." (Person to person)

"Why in the hell were you ever born." (Parent to neglected child)

"You stink, why did I ever marry you." (Spouse to alcoholic)

EVALUATION

1. How significant are physical strokes in child development?

2. Give an example of a positive conditional stroke.

3. Give an example of a negative unconditional stroke.

TRANSITION:

5 . Exercise

1. Direct students to small groups.

2. Conduct TA Exercises Number One (Atch 1)

CONCLUSION (10 Min)

SUMMARY

1. Historical Development

2. Structural Analysis - the characteristics of the ego states both verbally and non-verbally.

3. Second Order Structure - A finer analysis of the ego states.

4. Concept of "stroking" and the four types (positive, negative, conditional and unconditional)

REMOTIVATION

With the information you have learned about the ego states and stroking, you should begin to have some pretty definite ideas about human behavior, both your own and others'. At this point, you probably have enough data for a great deal of self awareness and certainly can, if you choose, make changes within yourself.

INTRODUCTION TO NEW LESSON

Briefly restate previous lesson.

1. Historical Development
2. Structural Analysis
3. Second Order Structure
4. Strokes

MOTIVATION

Today's lesson will increase your understanding of how people view themselves and others. We will also discuss the importance of understanding how people structure their time, such as; work, socially, and at play.

OVERVIEW

Specifically we will discuss

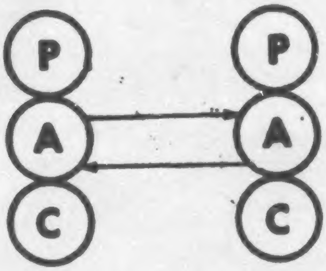
1. Basic life positions.
2. Time structuring.
3. Rackets and stamps.
4. TA games and their relationship to rackets.

TRANSITION

6. Transactions: Definition and examples of complementary, crossed, and ulterior ones.

a. Definition: The unit of social intercourse or communication, according to Berne, is called a transaction. If two or more people encounter each other in a social aggregation, sooner or later one of them will speak, or give some other indication of acknowledging the presence of the others. This is called the transactional stimulus. The other person will then say or do something which is in some way related to this stimulus, and that is called the transactional response. Simple transactional analysis is concerned with diagnosing which ego state implemented the transactional stimulus, and which one executed the transactional response.

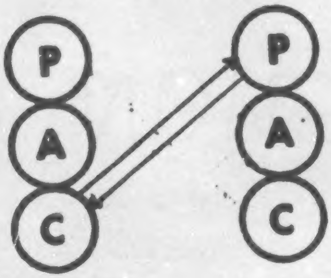
b. Complementary Transactions. The simplest transactions are those in which both stimulus and response arise from the Adults of the parties concerned.



"Where's my book?"

"On the desk."

(1) Next in simplicity are Child-Parent transactions.



"Do you love me, Mama?"

"Yes, dear, I love you very much."

151 (2) Both of these transactions are complementary; that is, the order of healthy human relationships.

(3) A complementary transaction must meet two criteria:

1. The response comes from the same ego state as that to which the stimulus is directed.
2. The response is directed to the same ego state from which the stimulus is initiated.

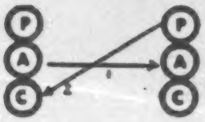
(4) As long as the vectors remain parallel, communication may continue indefinitely.

(5) Gestures, facial expressions, body posture, tone of voice, and so forth, all contribute to the meaning in every transaction. If a verbal message is to be fully understood, the receiver must take into consideration the nonverbal aspects as well as the spoken words.

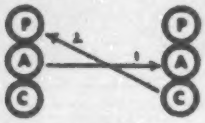
c. When two people stand glaring at each other, turn their backs on each other, are unwilling to continue transacting, or are puzzled by what has just occurred between them, it is likely that they have just experienced a crossed transaction. When the communications are crossed a breakdown (sometimes only a brief, temporary one) results and communications stop.

(1) A crossed transaction occurs when an unexpected response is made to the stimulus. An inappropriate ego state is activated and the lines of transacting between the people are crossed.

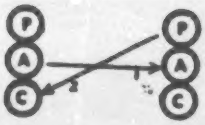
(2) Crossed transactions are a frequent source of pain between people — parents and children, husband and wife, boss and employee, teacher and student, and so forth. The person who initiates a transaction, expecting a certain response, does not get it, he is crossed and often left feeling discounted.



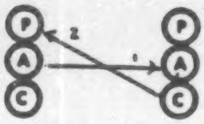
1. **Boss:** What time is it?
2. **Secretary:** You're always in such a hurry!



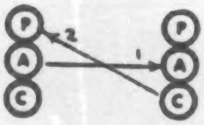
1. **Husband:** Can you take the car to be serviced this afternoon?
2. **Wife:** Today I iron. Johnny expects a birthday cake. The cat has to go to the vet, and now you want me to take the car in!



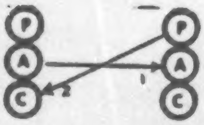
1. **Boss:** I need 25 copies of this report for the board meeting this afternoon. Can you get them for me?
2. **Secretary:** Aren't you lucky you've got me around to take care of you?



1. **Scientist A:** There may be some variables we haven't considered for this experiment.
2. **Scientist B:** So what, who cares around here?



1. **Wife:** I'd like to use the car on Wednesday night and have a good visit with my sister.
2. **Husband:** Gee, you never want to talk to me.

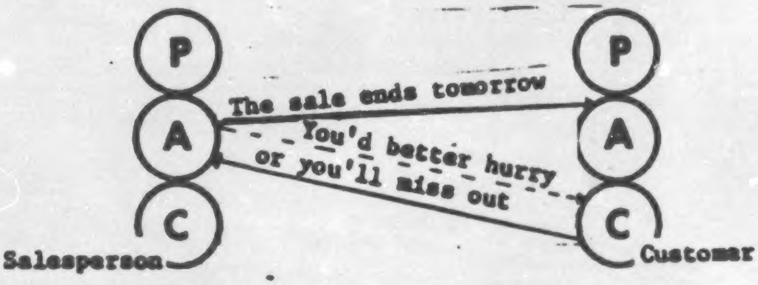


1. **Supervisor:** Have you seen the Willows contract, Miss Smith?
2. **File clerk:** If you ran this department the way you're supposed to, you wouldn't have to ask me where the Willows contract is.

d. Ulterior Transactions. Ulterior transactions are the most complex. They differ from complementary and crossed transactions in that they always involve more than two ego states simultaneously.

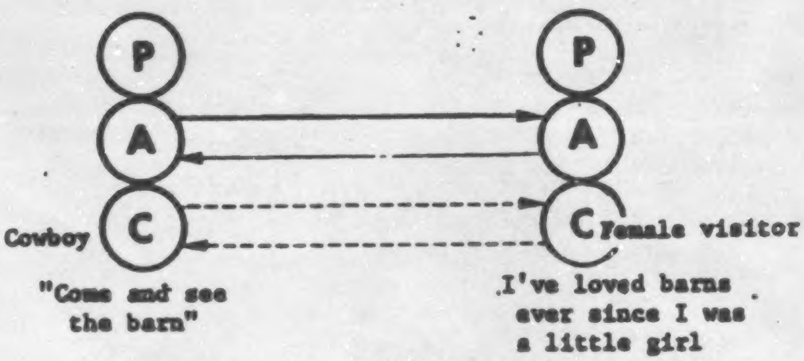
(1) When the ulterior message is sent, it is disguised under a socially acceptable transaction. Such is the purpose of the old cliche: "Wouldn't you like to come up to my place and have a drink?" In this instance the Adult in the person is verbalizing one thing while the Child, with the use of innuendo, is sending a different message.

(2) Ulterior transactions can be either angular or duplex. An angular transaction involves three ego states and occurs when messages are sent simultaneously from one ego state of the initiator to two ego states of the respondent.



(3) In the above example the salesperson provides Adult information to the prospective buyer. However, he simultaneously sends a secret message to the customer in an attempt to "hook" the latter's impulsive Child and quickly close the deal. The secret message is nonverbal and is referred to as the psychological message. The Adult-Adult stimulus is overt and is called the social message. The respondent may reply from any of his ego states.

(4) A duplex transaction involves four ego states, two in each person. During the course of a duplex transaction, two conversations are occurring simultaneously, one on the social level and another on the psychological level. As Berne accurately points out, duplex transactions are frequently seen in flirtation games.



(5) The above conversation, overheard at a Texas dude ranch, sounds on the social level to be an Adult conversation about barns. However, on the psychological level it is a Child conversation about sex play.

(6) The third rule of communication states that the outcome of the transactions will be determined on the psychological level.

(7) Duplex transactions are the basis for interpersonal games between people. Often the only persons aware of the ulterior transactions are the participants themselves.

(8) Ulterior transactions are not necessarily negative or even dishonest, provided that the participants have an awareness of the transactions. Duplex transactions are frequently very helpful in counseling and therapy when they are used to communicate messages to the client's Child which would otherwise be censored by a critical Parent.

e. Transactions may be either straightforward or diluted, intense or weak.

(1) Diluted transactions are often half hostile, half affectionate. The message is buried in some form of kidding. For example, one student may say to another. "Hey genius when are you going to finish that book? I want to read it." The other may toss it to him with "Here you are butter-fingers. Catch it if you can."

(2) Weak transactions are those that are superficial, perfunctory, and lack feelings of intensity. Such is the case of a wife who says to her husband, "I wonder if we should go out to dinner tonight," and he responds, "I don't care, dear. Whatever you say, dear."

f. In healthy relationships people transact directly without the use of ulterior transactions. They also communicate straightforwardly and, on occasion, intensely. These transactions are complementary and free from ulterior motives.

EVALUATION

1. (Draw on chalkboard) what kind of transaction is it on a P-A-C diagram, when there is a stimulus arrow from the Child ego state of John to the Parent ego state of Mary, with a response from Mary's Parent ego state to John's Child ego state.

2. (Draw on chalkboard) what kind of transaction is it on a P-A-C diagram when there is a stimulus Parent ego state of Mary, with a response from Mary's Child ego state to John's Parent ego state?

3. What kind of transaction has an implied or hidden message in it?

TRANSITION:

7. Four basic life positions a situational example of each, and the function of strokes in the maintenance of each position.

a. Steming from "faith in human nature" Eric Berne felt that people are born into the world feeling OK about themselves, and OK about everything around them (excluding any uncommon emotional trama or physiologic damage).

(1) The OKness is the first conclusion of man at birth. It is one of the most important concepts of T.A. theory that Eric Berne felt he introduced to the field of psychotherapy.

(2) It is important to note that there is a general disagreement among some T.A. psychotherapists concerning this first conclusion of man. An example appears in the writings of Amy and Tom Harris (the book "I'm OK, You're OK") who introduce a fundamental shift in Berne's theory. They list the unhealthy position "I'm not OK, You're OK" as being the first and "universal position" from which all people need to extricate themselves.

b. The concepts of the basic life positions we will discuss will be taught as Eric Berne originally developed them.

(1) From this initial OKness each person recognizes their wants, needs and feelings that are inherent to their existence. The early experiences (social, psychological and physiological) of the individual including, whether or not these needs are met, play a decisive role in behavioral development. This basic OKness, because of early experiences, may also change. What emerges is a combination of "OK" and "NOT OK" existential belief's a person has about themselves and the environment that surrounds them.

I'M OK - YOU'RE OK
I'M OK - YOU'RE NOT OK
I'M NOT OK - YOU'RE OK
I'M NOT OK - YOU'RE NOT OK

(2) These are referred to as life or existential positions. It is important to understand this T.A. concept because the life position of an individual influences how they think, feel, act and relate with others.

c. I'M OK - YOU'RE OK.

(1) When an infant enters the world he/she is probably in a healthy position (I'm OK - You're OK). (Berne)

(2) As long as the child's basic needs are met, they will remain in this position.

(3) Persons in this position reflect an optimistic and healthy outlook on life, freely relate with others, and assume a "get-on with" stance in their dealings with other persons and the environment. This person is willing to take risks to get the positive strokes that meet their needs and also be responsive to the needs of others. They believe in intimacy and are pleasant to work for and fun to play with.

d. I'm OK - You're not OK.

(1) If a young person is severely neglected, abused, or oppressed, he/she may decide that it is other, not his/herself, who are not OK. When this happens, he may assume the life position "I'm OK - You're not OK".

(2) Commonly one of his/her parents modeled this position for this person. For example, most child abusers were themselves abused as children.

(3) This position is often called the paranoid position since persons in this position are often extremely distrusting, blaming or hateful.

(4) This person may deny personal difficulties, feel cheated, and react toward the world with anger or frustration. Their general stance in dealings with others is a "get-rid-of" position.

e. I'm not OK - You're OK.

(1) This is referred to as the depressive position and is the most frequent in our society.

(2) If a young persoń behavior is not positively reinforced, the individual may decide that "I'm not OK."

(3) Persons in this position often feel stupid, inferior, ugly, or inadequate. Depression, guilt, and/or distrust of others may also accompany this position.

(4) A person who programs his/her life to be compliant and pleasing to others in order to get strokes supports this life position.

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(5) Persons in this position have great difficulties accepting compliments, and generally take a "get-away-from" stance in their dealings with others and the environment. They spend a lot of time attempting to read the minds of others in order to please people.

f. I'm Not OK - You're Not OK.

(1) This position is assumed by persons who were miserable enough in their youth to have decided that neither themselves nor anyone else is worthwhile or valuable.

(2) This is the "give-up" position, and persons who have assumed this position often wind up in prisons, mental institutions or morgues.

(3) These persons generally assume a "get-nowhere-with" stance in their dealings with other persons and the environment.

g. Once a person has assumed a basic life position, he/she tends to selectively perceive the world in ways which will maintain that position.

(1) In reality, most people are not fixated in a single position but rather move from one position to another at different times with different people. For example, a man may assume an arrogant "I'm OK - You're not OK" position at home with his family, while feeling and acting inadequate (I'm not OK - You're OK) with his boss, and yet be relaxed and outgoing (I'm OK - You're OK) with his friends at the club.

(2) The position in which an individual spends the greatest proportion of his/her time is called his/her life position.

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(3) Positions are assumed as a result of a decision made when the person was very young and lacked adequate Adult information. Like any other decision, this can be changed.

(4) Since all persons are in fact OK, all of the not-OK positions can be thought of as unhealthy delusions.

h. Helping people to reassume the healthy life position is one of the major goals of Transactional Analysis.

EVALUATION

1. According to Eric Berne people are born into this world in what basic life position?

2. Give some of the characteristics of the "I'm OK" - "You're not OK" life position.

3. What life position does a person take on a "give up" stance.

TRANSITION:

8. Definition and examples of the ways in which people structure time.

a. Another of the significant contributions of Transactional Analysis and particularly the seminal mind of Eric Berne is the concept of time structuring, or how human beings structure their time.

(1) The need to structure time is based on three drives or hungers.

(a) The first is stimulus hunger. Far from trying to avoid stimulating situations most organisms, including humans, seek them out. The need for sensation is the reason why roller coasters and movie theaters make money and why prisoners will do almost anything to avoid solitary confinement.

(b) The second drive is recognition hunger, the quest for special kinds of sensations which can only be supplied by another human being or pets. That is why milk is not enough for babies; they also need the sound and smell and warmth and touch of mothering or else they wither away, just as grownups do if there is no one to say Hello to them.

(c) The third drive is structure hunger, the quest to make order out of a chaotic universe. This is why adults tend to grow into organizations, and why time structurers are among the most sought after and the most highly rewarded members of any society.

b. The first method of time structuring is withdrawal.

(1) People themselves can withdraw from others either by removing themselves physically or by removing themselves psychologically, withdrawing into their fantasies.

(2) Withdrawing is sometimes a rational Adult decision. People need time to be alone, to relax, to think their own thoughts, to take stock of themselves, and to be rejuvenated in their individual humanness. Even withdrawal into one's fantasies is often legitimate. A food fantasy may be a better use of time than listening to a bad lecture.

(3) Withdrawing is sometimes based on copying ones parents. In this case, the person imitates parental behavior. For example a man threatened by conflict with his wife may withdraw as his father did when his mother got mad. He may leave the house, retire to the shop, or go to his study. Or, he may simply go to sleep or simply "tune out" his wife, not hearing what she says.

(4) Withdrawing patterns also come from the Child ego state. These are often replays of a person's childhood adaptions out of the necessity for self-protection from pain or conflict. They may also be the result of training. A child trained to "go to your room and shut the door and don't come out until you have a smile on your face" learns to withdraw either physically or psychologically behind a forced smile.

(5) When a person withdraws psychologically, it is often into a fantasy world. These fantasies are likely to be of uncensored pleasure or violence, creative imaginings, or of learned fears and catastrophic expectations. Everyone withdraws into fantasy from time to time. Who hasn't imagined all those great things that "could have been said" or engaged in some unsensored pleasure?

c. The second method of time structuring is rituals.

(1) Rituals are a stereotyped series of simple complementary transactions programmed by external social forces. The payoff from rituals is a garnering of strokes without the attendant risk of intimacy.

(2) Consider Example:

NCO: "Good morning, Sir." (Saluting)
Col: "Good morning, Sgt." (Returning salute)
NCO: "Nice weather today, Sir." (Smiling)
Col: "Yes, indeed." (Smiling)

It is apparent that this exchange is not intended to convey information. Indeed, if there is any information, it is wisely withheld. This series of transactions is quite adequately characterized by calling it a "four-stroke ritual."

(3) Variations. If the NCO and colonel were in a hurry, they might both be contented with a two stroke exchange of salutes.

(4) It is important to realize that in rituals there is a symmetry present that is dictated by the very nature of the ritual. To give back only two strokes after receiving four is considered to be impolite and bad form, and may result in a type of interpersonal censure. Conversely, to give back ten when only one or two was asked for is to invite a bewildered puzzlement, that is currently considered, "getting over."

(5) Some cultures and societies have evolved rituals which are quite involved and formalized, necessitating an exchange of literally hundreds of strokes. Within our own culture there are geographical differences, with the Southwest and California being perceived as more relaxed and less formal than the traditional East.

(6) It is important to remember that in ritualized behavior the whole protocol is stereotyped. Once the first transaction has been initiated, the whole series is predictable and follows a predetermined course to a foreordained conclusion unless special conditions arise.

d. The third method of time structuring is pastimes.

(1) Pastimes are defined as a series of semi-ritualistic, simple, complementary transactions arranged around a single field of material, whose primary object is to structure an interval of time.

(2) Pastimes are typically played at parties ("social gatherings") or during the waiting period before a formal group meeting begins. Pastimes may take the form described as "chit-chat" or they may become more serious, e.g., argumentative.

(3) Pastimes may take many different contents, however, the form remains the same. Some of the contents described by Berne are: PTA (child-rearing); General Motors (comparing cars); Who Won (sports); Wardrobe (clothes); Kitchen (recepies); Psychiatry (analysis of others or self); What became of (reminising); and so forth.

(4) Besides structuring time and providing mutually acceptable stroking for the parties concerned, pastimes serve the additional function of being social-selection processes. While a pastime is in progress, the Child in each player is watchfully assessing the potentialities of the others involved. At the end of the party, each person will have selected certain players he would like to see more of, while others he will discard, regardless of how skillfully or pleasantly they each engage in the pastime. The ones he selects are those who seem the most likely candidates for more complex relationships, either games or intimacy.

(5) Along with forming the basis for the selection of acquaintances and friendships, another important advantage obtained from pastimes is the confirmation of role and the stabilizing of position, not only in the social level, but also on the psychological and existential level as well.

e. The fourth method of time structuring is activities.

(1) Activities are ways of structuring time that deal with external reality and are commonly thought of as work, getting something done. Activities are often what people want to do, need to do, or have to do — alone or with others.

(2) Some examples of activities are: Serving on a committee, weeding the garden, dictating a letter, organizing a precinct, playing in a band, cooking dinner, sewing a dress, and building bridges.

(3) When some of the above activities come to an end, a person frequently feels empty, restless, or useless. This problem comes into sharp awareness when certain time-structuring activities, such as caring for children, going to school, or holding a job come to an abrupt end.

(4) Many mothers who completely fill their time with children and household chores are overwhelmed with a sense of boredom and inadequacy when the children grow up and leave home. Similarity, a father who devotes his life to being a breadwinner may suffer the same boredom and deteriorate rapidly after retirement.

(5) There is some discussion in TA literature that structured play activities, as contrasted to spontaneous play, should be classified as an activity, too. This would be the case in playing a game of chess, playing basketball, and so forth.

(6) Activities are typically adult to adult communications.

f. The fifth method of time structuring is games.

(1) Thus far all of the methods of time structuring have been complementary in their ongoing transactions. Games are clearly differentiated by two chief characteristics: (1) their ulterior quality and (2) the payoff.

(2) We will discuss games in much greater depth during this block. At present, it is important to differentiate them from operations. An operation is a simple transaction or set of transactions undertaken for a specific, stated purpose.

If someone frankly asks for reassurance and gets it, that is an operation. If someone asks for reassurance, and after it is given turns it in some way to the disadvantage of the giver, that is a game.

(3) Superficially, a game looks like a set of operations, but after the payoff it becomes apparent that these "operations" were really maneuvers; not honest requests but moves in the game.

(4) What we are concerned with here are the unconscious games played by innocent people engaged in duplex transactions of which they are not fully aware, and which form the most important aspects of social life all over the world.

(5) We will return to a fuller discussion of games in TA, their relationships to other aspects of TA theory.

g. The sixth method of time structuring is intimacy.

(1) At a deeper level of human encounter than rituals, pastimes, games, and activities lies the potential that each person has for intimacy. Intimacy is free of games and free of exploitation. It occurs in those rare moments of human contact that arouse feelings of tenderness, empathy, and affection.

(2) People can live or work together for many years but never really "see" or "hear" each other. Yet, a moment may come when one sees the other for the first time — sees the other's coloring, the other's expression's, the other's many shapes, movements, differences. The one may also hear the other for the first time — hear all the other's messages, verbal and nonverbal, emotional and factual.

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(3) Intimacy is often frightening because it involves risk. In an intimate relationship people are vulnerable, and many times it seems easier to pass time or to play games than to risk feelings either of affection or of rejection.

(4) If the capacity for intimacy has been unnecessarily suppressed, it can be recovered. Through activating and strengthening the Adult ego state, people can change in spite of their early life experiences.

(5) Recovering the capacity for intimacy is a major goal of TA and is one of the marks of an autonomous person. Winners in life risk genuine intimacy.

EVALUATION

1. When a person becomes bored and decides to go an a fantasy trip, the person is structuring time in what manner?

2. A military dinning-in is a form of passing time in what manner?

3. Give an example of intimacy.

TRANSITION:

9. Definition and development of a "racket", its relationship to trading "stamps" and to psychosomatic symptoms.

a. Definition of a racket: An indirect or manipulative way of getting strokes that results in an unpleasant feeling.

b. Behavioral development of a racket and the difference between learned and spontaneous feelings.

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(1) A child is born capable of all feelings ranging from affection to rage. The infants feelings at birth are spontaneous and natural, "Natural Child."

(2) As a child develops he/she learns who to show affection toward. They also learn who and about what to feel guilty about. A child learns who and what to fear or hate. These are all learned or adaptive feelings, (Adaptive Child). It is important to emphasize that these feelings are functional in our society (they maybe survival) but they may also create problems as the child develops, as we will discuss.

(3) Each child experiences all feelings, but each eventually adapts with a favorite feeling (it may not be pleasant). These favorite feelings usually occur during stressful situations.

A good example comes from the book, "Born to Win":

A child who continually hears	Adapts to feel
"I'm ashamed of you!" or "You should be ashamed of yourself!"	guilty
"Just wait until your father gets home; he'll beat you good."	afraid
"Don't speak to those Jews/Catholics/Protestants they can't be trusted."	hate or suspicion
"You can't do anything right" or "I don't know what I'm going to do with you."	hurt - anger

(4) While these feelings may have been an understandable response to the original childhood situations, later in life a person may tend to seek out situations in which they reexperience the old feelings. In fact, these feelings are often collected.

(5) Each person will tend to have one favorite racket feeling and use that feeling in many different situations. So a person may have a racket feeling of hurt, or sad, lonely, anger etc..

(6) There are three specific ways in which racket feelings are learned:

(a) When a parent models it for the child (Dad shows son that a man should be tough and never express sadness by being athletic, the man of the house (making all the decisions) and never expressing an emotion that ranges around sadness.

(b) By being stroked (reinforced or conditioned) into a person's behavior. (A child may decide on an anger racket because he gets most of his strokes when he is angry or obnoxious. His parents may not pay attention to him when he is feeling good and doing well.)

(c) By a parent telling a child what to feel or think. (An angry child is told: "You're not mad. you're just tired."

(7) The difference between racket (learned) feelings and natural or spontaneous feelings.

(a) A person's natural tendency is to have a feeling, express it, be done with it, and then go on to something else. A spontaneous or natural feeling will make sense for the situation and he/she will do something that will finish the feeling, i.e., get off the expressway, vote for funds for a better expressway, slow down, or do whatever would be reasonable for the situation. A spontaneous feel is also expressed from the free Child Ego State and be a response to an activity that is fun for the person and responsive to others needs.

(b) Learned feelings come from the Adaptive Child ego state. They are important and functional. They are necessary for man to predict behavior in order to survive in society. But they can also be destructive when developed into a racket.

c. A concept of T.A. that ties into "Rackets" is called "Trading Stamps".

(1) Trading stamps are enduring, non-genuine feelings such as sadness, anger, guilt etc., that are collected and saved up by persons who play games so that when enough are collected they can be traded in for some type of inappropriate behavior.

An example: Enough stamps or unpleasant feelings can be collected so that they can be traded in for a "free" blow-up drunken binge, suicide attempt, or some other script milestone.

(2) Stamps are collected by people who feel not-OK about themselves and/or others and want to avoid taking responsibility for their behavior.

(3) Some people cash in their stamps regularly for small prizes (missing a day of work or failing a test) while others save them up for bigger prizes (divorce, suicide, homicide).

(4) Stamps are unnecessary and are used to keep a person from being autonomous by maintaining his racket.

(5) The healthy individual deals with his/her feelings, wants, and needs as they occur and does not collect stamps.

(6) One of the goals of TA treatment is to help the client give up his existing stamp collection and stop collecting thereafter.

EVALUATION

1. What is the definition of a racket?

2. What is meant by a racket being modeled?

3. Explain the concept of trading stamps.

TRANSITION:

10. Definition and examples of TA "games", their relationship to "rackets", and the use of Karpman's Drama Triangle in both counseling/interviewing and game interactions.

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a. Both rackets and games are substitute ways of getting strokes from other people. Both behaviors are learned systems, and both require a discount of the self and/or the other person. The Adapted Child freely substitutes these learned behaviors for spontaneous Child feelings which were discounted or not permitted. The two are somewhat different in that a game is a process of using ulterior transactions which end with a racket feeling. A racket, however, can also be a process using complementary transactions which include the bad feeling.

b. When people communicate on more than one level at the same time, and when the results of their transactions lead to bad feelings, they are playing a game. A psycholcgical game is defined by Berne as "an ongoing series of complementary ulterior transactions progressing to a well-defined, predictable outcome." The predictable outcome, or payoff consists of bad feelings for each player.

c. Games are learned patterns of behavior, and most people play a small number of favorite games with various persons and in varying intensities. Game players intuitively seek out and find partners for complementary games, and it is in marriage and other close relationships that most games are played to the greatest intensity.

(1) First Degree games are played in social circles with anyone willing to play and generally lead to mild upsets. A mild game of "Rapo" can be basically exciting and fun. A man and woman enjoy an evening of flirting with each other, she turns him down at the end of the night, and both feel slightly uncomfortable.

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(2) Second Degree games occur when the players go after bigger stakes, usually in more intimate circles, and end up with a bigger bad-feeling payoff. Here, come-on may even last for several days until blatant sexual advance is met with a strong rebuff. The woman leaves angry and justified that "all men are not good," while the man, who is playing "Kick me," feels hurt and rejected by another woman.

(3) Third Degree games involve tissue damage and may end up in the jail, hospital or morgue, i.e., the woman shoots the man to defend her honor..

d. Games also vary in the length of time that passes while they are being played. A short version of a game may take only a few seconds from start to finish, while longer versions may last weeks, months, or even years.

e. People play games for the following reasons:

(1) To structure time.

(2) To acquire strokes — positive strokes may be acquired in the early moves of the game, and negative strokes always accompany the payoff. A "good" game might be thought of as one which produces many more positive strokes in the early phases of the game than negative strokes resulting from the payoff.

(3) To maintain a racket.

(4) To keep others around when racket strokes are running out.

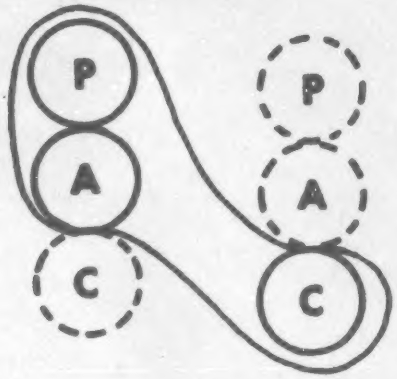
(5) To confirm parental injunctions and further the life script.

(6) To maintain the person's life position by "proving" that self and/or others are not-OK.

(7) To provide a high level of stroke exchange while blocking intimacy and maintaining distance.

(8) To make people predictable.

f. There are several ways to understand the dynamics of a game. One way is illustrated by the symbiosis diagram.



Every game, like a racket, involves a symbiotic relationship and begins with a discount.

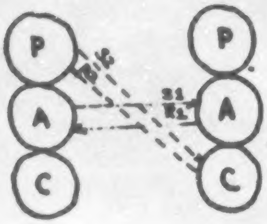
A discounts his Child needs or feelings ("Let me take care of you," is stated verbally while he supresses that he's tired and wants to rest).

B discounts his Adult's ability to solve problems and his Parent's guidance in taking care of himself (and so says, "Yes, take care of me!")

A is playing "What Would You Do Without Me," while B is playing "Poor Me."

Each individual is responding to a situation by ignoring the reality of what is happening and how the other person feels and by dealing exclusively from an internal frame of reference (with what is going on in his own head). Discounting can only occur when Adult thinking is avoided and actual Child needs or feelings are ignored. Any person can stop discounting and refuse to play games by acknowledging his Child needs or feelings and choosing appropriate means to have them met.

g. Another method of game analysis is in terms of a transactional diagram.



S1: "Can I see you tonight?"
R1: "Yes, come over later."
S2: "I'll teach you a lesson."
R2: "Come and kick me."

The two persons above are sending dual or ulterior messages. While their Adult ego states are discussing a rendezvous (social message), A's Parent and B's Child are setting up a situation (by a covert or psychological message) which will lead to bad feelings. The game becomes apparent when ego states are switched and the psychological message becomes overt and bad feelings are experienced by both players. A is playing "Now I've got You, You SOB" (NIGYSOB) while B is playing "Kick Me." The transactional diagram illustrates that both partners must be willing to play a game in order for the game to continue.

h. Robert Goulding lists five steps necessary for a game:

(1) An ostensible stimulus, usually Adult to Adult (social message)

(2) A psychological stimulus (secret message)

(3) A response to the secret message

(4) A payoff of bad feelings

(5) The game is played out of Adult awareness (if the participant is aware of the psychological level of communication, he is maneuvering or manipulating the other, not playing a game.)

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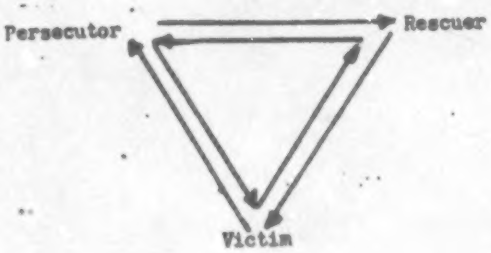
i. The Karpman Game Triangle illustrates still another way of understanding games. Persons who play games are discounting while assuming the role of Persecutor, Rescuer, or Victim. Any one player knows all the roles and may switch from role to role as the game progresses or as he goes from one game to another. Most people, however, have a favorite role and spend most of their time in that position. A game occurs when at least one of the players switches positions on the triangle, thereby providing a negative stroke payoff for each player in the game.



The following is a list of common games divided into groups determined by the three Game Triangle positions. The first game in each column is the basic one for that position.

PERSECUTOR	RESCUER	VICTIM
NIGYSOB	I'm Only Trying to Help You	Kick Me
Blemish	What Would You Do Without Me	Why Does this Always Happen To Me?
Courtroom	Happy to Help	Stupid
If It Weren't For You	They'll Be Glad They Knew Me	Wooden Leg
RAPO		Harried
See What You Made Me Do		Poor Me
Corner		Cops & Robbers
Schlemiel		Alcoholic, Addict

j. Getting clients to give up games is difficult. This is because games provide many strokes for some clients, and life-long patterns of stroking are not easily given up. Initial confrontations of games and/or rackets often frustrate the client, who may escalate the pattern by crying louder or by threatening to leave or to hurt himself. The counselor encourages the client to learn new and more satisfying ways of acquiring the strokes he needs and wants while using one or more of the following methods.

(1) One is to provide the client with Adult information concerning the game(s) the client is playing, how it fits into his script, and how the moves of the game progress to a bad feeling payoff. The counselor does this by allowing a game to be played out or described, asking the player how he feels after receiving the payoff, and diagramming the moves. With this information the client, especially if he is playing a first degree game, can learn to avoid the payoff, and can change how he relates to others.

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(2) Another way to treat game players is to work directly with the client's racket feelings, pointing out their repetitive occurrence and the client's responsibility for feeling the way he does. Finally, find out what the suppressed Natural Child feeling is and help that be expressed. When the client gives up the racket feeling he will likely give up the game moves that accompany it.

(3) A third way to effectively stop game playing and rackets is to catch the opening discount, confront it, and encourage the client to think about what he is discounting. As the client becomes aware of what is really going on within himself he may choose to stop discounting and give up the ensuing game or racket.

In general, the task of the therapist is to help the client become aware of and express in a useful way the Natural Child need or feeling which he has been discounting.

EVALUATION

1. Give an example of a 3rd degree game.

2. What is meant by a symbiotic relationship?

3. As a counselor why would it be important for a client to understand the TA "game" concept?

TRANSITION:

11. Exercise

1. Direct students to small groups.

2. Conduct TA Exercises Number Two (Atch 2).

CONCLUSION (   )

SUMMARY

1. Time structuring.

2. Rackets and how they are developed. The concept of TA "stamps".

3. TA games and their relationship to rackets.

REMOTIVATION

With the information we have covered you probably have a better understanding of how you structure your time. Also the understanding of TA games, rackets and stamps is an important aspect of understanding yourself. In the group setting you will further develop your self awareness using these concepts.

INTRODUCTION TO NEW LESSON

Briefly restate previous lesson.

1. Time structuring.
2. Rackets and stamps.
3. TA games and their relationship to rackets.

MOTIVATION

Todays lesson will increase your understanding of how people make major decisions very early in life as to how life will be lived. You will no doubt be able to closely identify with particular instances in your own life and perhaps gain a great deal of insight into past events that impact on today's behavior.

OVERVIEW

Specifically we will discuss

1. Life Scripts
2. Winner and Loser

TRANSITION:

12. Definition of a "life script" and its basic elements, and how those elements influence behavior.

a. Definition of "life scripts". A script is a personal life plan decided upon by each individual at an early age in reaction to his/her interpretations of external events.

b. Basic elements of a life script.

(1) Rackets. In observing behavior, we notice that often people to through certain repetitive moves which result in the same demonstrated feelings over and over again.

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(2) Early decision.

(a) Further observation revealed that collecting these feelings or sustaining a racket is in support or a part of a much larger plan (a script on how to live life).

1 Written as children without sufficient Adult data, with a determination to follow it to the often times tragic end.

2 Once decided, a person becomes unaware of an option to live differently - as though all autonomy is surrendered.

(b) Often times, people are able to get in touch with the exact instant that this early decision was made.

(3) Parental injunctions. Looking further, the person's games and rackets seemed to serve a particular injunction given in early childhood and the decision surrounding this injunction.

(a) Injunctions are a little difficult to understand and to pick up at first, because they are, for the most part, unspoken messages. To further complicate matters, they are unspoken messages that are given apart from the awareness of the person giving the message.

(b) This very potent, influential message is given to the child from the mother and/or dad's Child ego states; almost always, without the awareness of mom's and dad's Adult ego states.

(c) This unspoken message tells the child how he/she can achieve recognition, or, in other words, get strokes.

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(4) Counterinjunctions. What mom and dad verbalize is generally a counterinjunction. Counterinjunctions are the things mom and dad want for us or have more to do with how mom and dad want the world to see their offspring. They include grow up, behave yourself, make money, present a good appearance, get an education, be seen with the right people, be the best, etc., etc.

c. Five major parental injunctions and examples of their situational origins.

(1) "Don't be" injunction.

(a) A person may suffer a life of negative strokes or no strokes at all (loneliness).

(b) A person may soon get the message that things would be better if "he/she were not" - or, in other words, if he/she did not exist.

(c) How can this "Don't-be" kind of message be given? "If it weren't for you. . . . ."

1 I wouldn't have had to get married.

2 I would've had a career of my own.

(d) A person buying into this injunction very early in life decides how to live it out, often times to the tragic end. The decision can be almost anything, but runs along the lines of:

1 If things get too bad, I'll kill myself.

2 I'll get you, even if it kills me.

3 I'll get you to kill me, etc., etc.

(2) "Don't be important" injunctions. People who are quiet that they appear almost to apologize for taking up space or breathing their share of air in the room. Example. Mom and dad are generally not too important, so it's easy to get these kinds of messages.

(a) Stay in the background and don't be conspicuous.

(b) Don't speak unless spoken to.

(c) Children are to be seen and not heard, and now I'm a 39-year-old child.

(3) "Don't be close" injunction. This is found in people who experience a great deal of discomfort in either physical closeness or deep relationships of any kind.

(a) These people spend a great deal of energy avoiding people.

(b) We often experience these people as cold and aloof or withdrawn.

(4) "Don't make it" injunction.

(a) The demanding perfectionist parents most assuredly send clear "don't-make-it" injunctions, since nobody can be perfect.

(b) Religion tends to go along the same lines, setting up impossible standards with build-in failure mechanisms.

(c) People who buy into this injunction never feel satisfaction with their performance. They establish unreal, unattainable standards in their own heads, then hassle with themselves because they don't attain them.

(5) "Don't" injunction.

(a) Picture the overprotective parents who, no matter what is going on, say, "Don't".

(b) Every time a little baby picks up an item or does anything, the parent slaps the baby's hands.

(c) People who buy into this injunction are often indecisive, unable to make a decision or a move, and seems to always be looking over their shoulder for somebody to take whatever it is they are doing away from them.

EVALUATION

1. What is the definition of a Life Script?

2. How does the "early decision" effect a persons life?

3. Using a TA concept, what are verbalized expectations that parents have for their children called?

TRANSITION:

13. Define the concept of a "Winner" and a "Loser" in terms of TA theory: including the necessity of redecision.

a. Winners:

(1) When a person refers to a "winner" in TA terminology he is not referring to someone who makes someone else lose.

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(2) A winner is basically a person who responds authentically by being credible, trustworthy, responsive, and genuine, both as an individual and as a member of society.

(3) Few people are one hundred percent winners or one hundred percent losers. It's a matter of degree. However, once a person is on the road to being a winner, his or her chances are greater for becoming even more so.

(4) James and Jongeward in their book, Born to Win, describe a winner thusly:

(a) Winners have different potentials. Achievement is not the most important thing. Authenticity is. The authentic person experiences self-reality by knowing, being, and becoming a credible, responsive person. Authentic people actualize their own unprecedented uniqueness and appreciate the uniqueness of others.

(b) Authentic persons — winners — do not dedicate their lives to a concept of what they imagine they should be; rather, they are themselves and as such do not use their energy putting on a performance, maintaining pretense, and manipulating others. Winners can reveal themselves instead of projecting images that please, provoke, or entice others. They are aware that there is a difference between being loving and acting loving, between being stupid and acting stupid; between being knowledgeable and acting knowledgeable. Winners do not need to hide behind a mask. They throw off unrealistic self-images of inferiority or superiority. Autonomy does not frighten winners.

(c) All people have moments of autonomy, if only fleeting. However, winners are able to sustain their autonomy over ever-increasing periods of time. Winners may lose ground occasionally and may even fail. Yet, in spite of setbacks winners maintain a basic self-confidence.

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(d) Winners are not afraid to do their own thinking and to use their own knowledge. They can separate facts from opinion and don't pretend to have all the answers. They listen to others, evaluate what they say, but come to their own conclusions. Although winners can admire and respect other people, they are not totally defined, demolished, bound, or awed by them.

(e) Winners do not play "helpless", nor do they play the blaming game. Instead, they assume responsibility for thier own lives. They do not give others a false authority over them. Winners are their own bosses and know it.

(f) To winners, time is precious. Winners don't kill time, but live it here and now. Living in the now does not mean that winners foolishly ignore their own past history or fail to prepare for the future. Rather, winners know their past, are aware and alive in the present, and look forward to the future.

(g) Winners learn to know their feelings and limitations and to be unafraid of them. Winners are not stopped by their own contradictions and ambivalences. Being authentic, they know when they are angry and can listen when others are angry with them. Winners can give and receive affection. Winners are able to love and be loved.

(h) Winners can be spontaneous. They do not have to respond in predetermined, rigid ways, but can change their plans when the situation calls for it. Winners have a zest for life, enjoying work, play, food, other people, sex, and the world of nature. Without guilt they enjoy their own accomplishments. Without envy they enjoy the accomplishments of others.

(i) Although winners can freely enjoy themselves, they can also postpone enjoyment, can discipline themselves in the present to enhance their enjoyment in the future. Winners are not afraid to go after what they want, but they do so in appropriate ways. Winners do not get their security by controlling others. They do not set themselves up to lose.

(j) A winner cares about the world and its peoples. A winner is not isolated from the general problems of society, but is concerned, compassionate, and committed to improving the quality of life. Even in the face of national and international adversity, a winner's self-image is not one of a powerless individual. A winner works to make the world a better place.

(5) A loser is one who fails to respond authentically.

(a) Although people are born to win, they are also born helpless and totally dependent on their environment. Winners successfully make the transition from total helplessness to independence, and then to interdependence. Losers do not. Somewhere along the way they begin to avoid becoming responsible for their own lives.

(b) A lack of response to dependency needs, poor nutrition, brutality, unhappy relationships, disease, continuing disappointments, inadequate physical care, and traumatic events are among the many experiences that contribute to making people losers. Such experiences interrupt, deter, or prevent the normal progress toward autonomy and self-actualization. To cope with negative experiences, children learn to manipulate themselves and others. These manipulative techniques are hard to give up later in life and often become set patterns. Winners work to shed them. Losers hang on to them.

(c) Some losers speak of themselves as successful but anxious, successful but trapped, or successful but unhappy. Others speak of themselves as totally beaten, without purpose, unable to move, hald dead, or bored to death. Losers may not recognize that, for the most part, they have been building their own cages, digging their own graves, and boring themselves.

(d) A loser seldon lives in the present, but instead destroys the present by focusing on past memories or future expectations. The lost who lives in the past dwells on the good old days or on past personal misfortunes. Nostalgically, the loser either clings to the way things "used to be" or bemoans his or her bad luck. The loser is self-pitying and shifts the responsibility for an unsatisfactory life onto others. Blaming others and excusing oneself are often part of the loser's games. A loser who lives in the past may lament, "If only ________." You are welcome to fill in the blank.

(e) People who live in the future may dream of some miracle after which they can "live happily ever after." Rather than pursuing their own lives, losers wait — wait for the magical rescue. How wonderful life will be "When ______." This is sometimes known in TA language as Waiting for Santa Claus or waiting for the undertaker.

(f) Another type of loser lives continually under the dread of future catastrophe. They conjure up expectations of "What if __________." Again, you are invited to fill in the blank.

(g) Unable to bring the full potential of their senses into the immediate situation, losers' perceptions are incorrect or incomplete. They see themselves and others through a prism-like distortion. Their ability to deal effectively with the real world is hampered. Their anxiety tunes out current reality. Consequently these people are unable to see for themselves, hear for themselves, feel for themselves, or taste, touch, or think for themselves.

(h) Losers spend much of their time play acting, pretending, manipulating, and perpetuating old roles from childhood. Losers invest their energy in maintaining masks, often projecting a phony front. Losers repress their capacities to express spontaneously and appropriately the full range of possible behavior. They may be unaware of other options for a more productive, self-fulfilling life path. Losers are afraid to try new things and instead maintain their own status quo. Losers are repeaters, repeating not only their own mistakes, but often those of their families and culture as well.

(i) A loser has difficulty giving and receiving affection and does not enter into intimate, honest, direct relationships with others. Instead, a loser tries to manipulate them into living up to his or her expectations. Losers' energies are often channeled into living up to expectations of others.

(j) People who are losers are not using their intellect appropriately, but instead are misusing it to rationalize and intellectualize. When rationalizing, losers give excuses to make their actions seem plausible. When intellectualizing, they try to snow others with verbiage. Consequently, much of their potential remains dormant, unrealized, and unrecognized. Like the frog-prince in the fairy tale, losers are spellbound and live their lives being something they aren't meant to be.

(6) The primary focus of therapy and counseling measures within TA is on breaking the spell that was either cast or decided upon early in the person's childhood. If a person decided upon becoming manipulative, then during the course of counseling, they can decide to become authentic. This is the redecision. The redecision is what breaks the spell or script and allows the person to begin discovering new alternatives.

(7) The focus in counseling is in making the loser aware of those behaviors and beliefs which are utilized to keep the person from awareness or from taking full responsibility for themselves. As we have discussed previously, the concept of the script message, or mini-script, is a negation of the person. And to the extent the mini-script keeps the person from awareness, then it is effective in negating the person.

(8) Counseling involves changing the person's perceptions of themself and of others, of moving away from games, and from waiting to doing. TA belief in the individual's ability to change and to be the director of redecisions is crucial to the overall theory of counseling. Anything else leads tc further dependency and abdiction of personal responsibility.

EVALUATION

1. What are some of the characteristics of a winner?

2. What are some of the characteristics of a loser?

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12. Exercise

1. Direct students to small groups.

2 . Conduct TA Exercise Number Three (Atch 3)

CONCLUSION (   )

SUMMARY

1. Life scripts.

2. Concept of "winner" and "loser".

REMOTIVATION

The life scripts is an excellent way for you to have a better understanding of yourself. It's important to remember decisions made very early in life can be different if one chooses. Looking at the entire TA concept, please realize that TA does not provide the key to the universe, but it does provide a base line for understanding one's self as well as other people.

CLOSURE

In closing, I would like to impress the importance of using TA in the group setting and not to apply TA in your social lives. Remember the other people that are important to you who are not here have not experienced what you have. They don't understand the language. More harm than good can come using TA in these relationships. Enjoy what you have learned about yourself and share it with others in a way everyone can understand.

TRANSACTIONAL ANALYSIS - EXERCISE ONE

STROKE CLINIC (VERBAL)

1. Have students form an inner and outer circle (inner circle facing outward, outer circle facing inward, so they are facing each other).

2. Have members in the outside circle give verbal strokes to members of the inside circle. Inside circle members may respond -- but do not allow anybody to physically touch.

3. Switch -- have outer circle move to inner and inner to outer. Have outer circle members give verbal strokes to inner circle members -- BUT this time, do not allow inner circle members to respond (no grins, eye-winks -- no nothing).

4. Have all members sit down -- (OOPS! By now, have printed the following scale on the chalkboard.)

1	2	3
VERY COMFORTABLE	COMFORTABLE	MILDLY COMFORTABLE
4	5	6
MILDLY UNCOMFORTABLE	UNCOMFORTABLE	VERY UNCOMFORTABLE

Ask the members in the first inside circle to rate how they felt receiving strokes. (Plot their responses.)

Then ask the members who were in the inner circle the second time (the ones who could not respond) to rate how they felt receiving strokes. (Plot their responses below the first scores.)

5. HOPEFULLY -- the group which was unable to respond has higher levels of discomfort on the scale. Process/discuss:

   a. The inability of the persons who could not respond to equalize or discount strokes.

   b. Discuss loose ends of the exercise (giver and receiver of strokes differences, etc.).

ATTACHMENT 1

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STROKE CLINIC (TOUCHING-NONVERBAL)

1. The last group that was inside, get inside again. (Form inner and outer circles.)

2. Repeat steps above, only nonverbal touching strokes. On the no-response cycle, emphasize -- do not respond in any way; i.e., if somebody shakes your hand, let him/her take a "dead fish."

3. Process same as above.

INTRODUCTIONS (P-A-C)

1. Open discussion or introduce exercise by telling students that you would like for them to become more aware of the various ego states, P-A-C. "Rap" on it for a couple of minutes, remephasizing some of the lecture points.

2. Then, tell them: One way you can further experience the various ego states is by introducing yourself to the rest of the group from each ego state. (You may want to begin by demonstrating the procedure yourself.)

    a. Parent Ego: Be very, very formal (perhaps hands on hips). I am Senior Master Sergeant James A. Mullen, NCOIC, Department of Social Actions Training, Lackland Air Force Base, Texas (something similar).

    b. Adult Ego: Be very factual, straightforward, but not overbearing or strong (in other words, don't come on PARENT).

    c. Child Ego: Laugh out loud, be happy, gay, flippant, and do a handstand or cartwheel as you blurt out, "HERE'S JIMMY!" (or something similar).

3. Then have each member introduce him/herself from each ego state. Process/discuss:

    a. Noticeable differences or lack of differences.

    b. Difficulty in getting into a particular ego state.

    c. Ego state you felt most comfortable with.

    d. Were you able to recognize the various ego states in others?

SIX-CHAIR DIALOGUE

1. Another way that may assist you in realizing and identifying the different ego status is by doing an exercise called "Six-Chair Dialogue." Arrange chairs:

XXX
XXX
PAC

2. Ask for volunteers to fill each of the six chairs -- two people with "big Parents," two with functional Adults, and two with a lot of "kid" (Child).

3. Seat them as shown in the above diagram. Then explain:

a. The six of you represent the ego states of two people (P-A-C).

b. Every statement you make must come from the particular ego state you are role-playing . (Members in the outside circle may yell "TILT" and take a person's place if that person comes out of his/her assigned ego role.)

4. Have them carry on a dialogue as though they are two people (with three ego states each). Topics of discussion might be:

a. Should marijuana be legalized? (One side pro, the other side con.)

b. Should impeachment proceedings be initiated? (One side pro, the other side con.)

NOTE: Other controversial subjects can be "dreamed up."

5. Allow dialogue to run for five to ten minutes. Observe:

a. Who (which ego state) is dominating?

b. Who (which ego state) is passive, quiet?

c. Watch for nonverbal cues as to how various ego states try to gain control. (You may want to stop the dialogue momentarily to ask members (observers) what they see happening -- then proceed with the dialogue.)

d. If there is talking among the various "ego states" of the same "person," explain that this is the internal dialogue which goes on within a person.

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ECOGRAMS (Use as a filler)

1. Lay on a "rap." As you watch various persons function, you will notice that one person appears to operate from one ego state more than from others. Looking at the P-A-C, and perhaps even breaking the Parent ego state down further to the Nurturing Parent (NP) and the Critical Parent (CP) and the Child ego state down to the Adapted Child (AC) and the Free Child (FC), it is interesting to plot how a person appears to function.

2. I'd like for each of you to take out a piece of paper and write down an egogram as I have done (naturally).

CP NP A AC FC

25 Units

3. With a fixed amount of energy or units, 25 in this case, try to plot your own egogram. Remember, you only have a fixed amount of units. Therefore, one area grows at the expense of others. (Allow two or three minutes for members to plot.)

4. You may have two or three persons report out and plot theirs (one at a time) on the board. (Remember to cover that this is the person's perception of him/herself.) Have other members adjust the egogram, reflecting their perceptions of that particular person, based on their interaction and knowledge of him/her.

NOTE: Generally — be aware — high CP and high AC go hand-in-hand, just as high NP and high FC go hand-in-hand.

5. Process the exercise. People may realize they have more CP and AC than they can work on, letting their FC out and becoming more nurturing and get in touch with liking themselves and stroking themselves for the remainder of the course. And right now is a good time to begin. (Give them a positive stroke — don't let them discount it.)

TRANSACTIONAL ANALYSIS - EXERCISE TWO

P-A-C DYADS

1. Briefly discuss: "Now that we have developed a language, we come to the point where we can use the language to analyze a transaction." (Give definition of a transaction: Consists of a stimulus by one person and a response by another, which response, in turn, becomes a new stimulus to which the other person can respond, etc.)

2. Break the group into dyads, as you explain: "One way to get in touch with what transactions are all about and, at the same time, provide a little review from yesterday's ego state identification work that we did, is to have you run a few complementary transaction dialogues."

a. First, I'd like for each dyad to run a Parent-Parent dialogue -- each member staying in the Parent ego state. (If some members need suggestions, try inflation, Air Force promotion system, energy crisis, gasoline station "service," new car flaws, etc.). (Let this run for three or four minutes.)

b. Process:

(1) Did you have difficulty remaining in the Parent ego state?

(2) Was it noticeable when you or the other member slipped out of the Parent ego state?

(3) Can you recall hearing Parent-Parent conversations taking place?

(4) How could you have "put static in the computer and crossed the other dyad member up"?

c. Break and form new dyads. Have members do a Child-Child dialogue. (Some suggestions: "If I were king, I'd . . . ." "When we were in high school, we used to fool the teachers by . . . .," etc., etc.) Process the same as above.

d. Break into new dyads, and run an Adult-Adult dialogue the same as above.

3. Process the entire exercise before going on to the next one.

"HOOKER" DYADS

1. Break groups into different tyads as you "lay down a rap": "As you know, complementary transactions are, as a rule, smooth and do not cause a great deal of difficulty. However, problems do arise when transactions become crossed or when something is "read into" the stimulus of a transaction. Let's see if we can shed some further light on this point by doing another exercise."

2. Decide which member in your dyad will stay in the Adult ego state. After the selection is firm, lay out this task: OK, the task of the dyad member who was not selected to remain in the Adult ego state is to "hook" the other person's Parent or Child. Adult member, your task is to remain in the Adult. No holds are barred, outside of physical violence.

3. Let this run for four or five minutes. Good luck! Process:

   a. First of all, make certain that those members who got "hooked" are not "unhooked" and back in the Adult.

   b. Discuss what/how a person got "hooked" (make certain both the "hooker" and the "hookee" describe their roles).

   c. Were there noticeable differences in the person who got "hooked" (verbal and nonverbal)?

   d. How do you get yourself "hooked"? "Unhooked"?

4. A good second part to this might be to have "Mr Super Adult" (that member who did not get "hooked") take the "hot seat" to see if he can ward off the entire group. Again, make certain "Mr Super Adult" ends up in a good spot after the exercise and process it the same as above.

STROKE DISCUSSION

Just discuss, among group members, how people get their strokes.

a. How do you get yours? (Negative and positive.)

b. How do you get strokes on the job? Negative? Positive? (Don't stroke a person by laughing about how negative strokes are gained.)

c. Read and use TA Journal Article.

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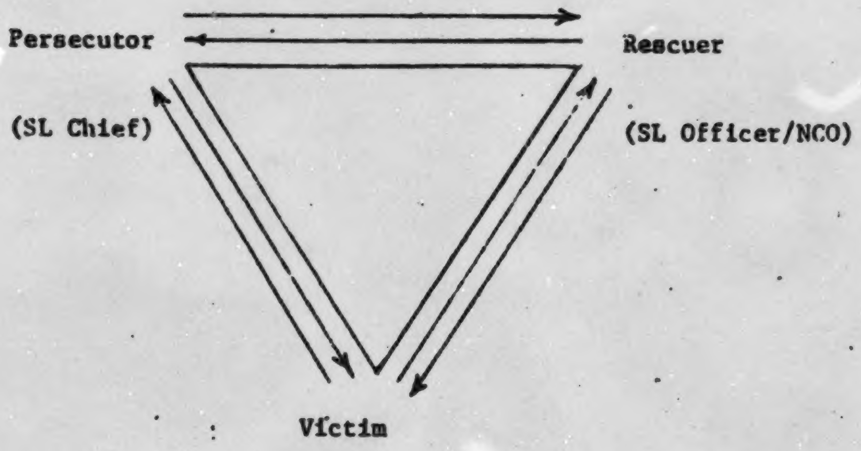
KARPMAN TRIANGLE EXERCISE

1. Review Karpman's Drama Triangle principle:



(Person with Drug/EOT Problem)

(Switching of roles indicates a game/drama.)

2. Ask for volunteers to play the different roles depicted above.

3. All "victim" to make up the situation.

4. Allow situation to develop for awhile. (Process role changes as you see them occur.)

5. After awhile, allow alter egos for each triad member to facilitate position changes.

NOTE: Alter ego: Member stands behind person with hand on person's shoulder — responds very openly as he/she thinks the person would like to, or should, respond to a particular stimulus. (It should get things moving for your triangle.) You may have to demonstrate the alter ego in order to get it started.

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6. Process/discuss:

a. Awareness of the nature of the Social Actions business lending itself to bring fertile ground for games or drama such as seen in Karpman's triangle.

b. Discuss the importance of carefully evaluating situations before acting — to preclude the triangle situation.

7. PROCESS THE ENTIRE LAB.

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TRANSACTIONAL ANALYSIS - EXERCISE THREE

1. Do a quick review of the TA lectures to include:

   a. Ego states (Parent-Adult-Child).

   b. Transactions (complementary and crossed).

   c. Life positions.

   d. Time-structuring/games.

   e. Strokes (the key to it all).

2. Tell the group members that today's lab will deal with doing a mini-script of each person to gain some insight into some of the factors that have influenced their lives. Some of the decisions they have made will perhaps become known, and they may get in touch with some aspects of their lives that they would like to change or redecide. (All for questions before continuing.)

3. Each individual needs something on which to write. The first things we will do is attempt to get in touch with the injunctions we received. Remember, the injunctions are those messages we received from the Child ego state of our mother and father (or received from the Child ego state of our mother and father (or significant other) when we were very small.

Have members relax and close their eyes. Tell them: Get in touch with when you were a kid (maybe four, five, or six years old). What's the meanest thing your mother or father ever said to you (when they were really upset with you)? (Pause) What was happening at the time? (Pause) When you get in touch with a scene, come on back to the room, open your eyes, and jot down what you were in touch with. This is not something that will be shared with other group members, by the way.

4. Next, cover getting in touch with rackets (rackets being your stereotyped way of reacting in stressful situations). Rackets are feelings/emotions, such as anger, sadness, loneliness, etc. Of course, just because you have a feeling does not mean you have a racket. For instance, it is quite appropriate for you to become angry in certain instances; however, if you spend a lot of your time being angry, or you are angry over prolonged periods of time, there's a good chance that you may be supporting an anger racket.

Have members close their eyes and relax. You may, however, want them to keep their eyes open, since there are questions to which they should write the answers. Ask:

a. What feelings do you have when you're not OK, or in a stressful situation?

b. What is your most common unpleasant feeling?

c. Try to get in touch with that unpleasant feeling. What is a recent incident (since you've been here at the School) when you experienced that feeling?

d. What led to the event? What happened?

e. HOW DID YOU MAKE YOURSELF FEEL THAT WAY?

f. Go back with the feeling to a previous occasion when you felt that way. (Discuss the "here-and-now matrix" to show how people leave the "here-and-now" to support their "rackety" feelings. Example of anxiety racket: "I feel OK, here and now. So, I think of all the expectations people will have of me after I get back home. I become anxious, etc., etc.

g. Discuss owning your own feelings. The wing commander makes me anxious. Explain that the wing commander actually has no power to make you feel. You are responsible for your own feelings, and you have it within your power to choose not to be anxious in front of the wing commander or in front of a group of people while you're doing drug education. Nobody can take your power away from you. One of the most beneficial things you can do for yourself while you're here is to get in touch with your own power. One of the things that can happen, though, is that you can give your power away. Think about it. Nobody can take your power from you, but you can give it away! How can you give your power away?

By discounting yourself, such as apologizing for taking up the group's time with your "petty" problem; or telling everybody before you begin talking that "you know this probably isn't important but . . . ."; or by "putting your two cents' worth in" (when what you have to say is worth a lot more); or there are numerous other ways (ask for further input). Finally, you discount yourself by not treating you as the most important person in the world.

h. Summarize: Be responsible for you — own your own feelings — get in touch with how you discount yourself. Experience your power and, remember, you are the most important person in the world. (I get high just sitting here writing this. I guess it's 'cause I'm good. No, I know I'm good!

5. I would like to cover the next facet of doing a miniscript, the counterinjunction. Counterinjunctions come from the Parent ego state of the member and father (or significant other) to your Parent ego state.

a. Use the same technique as you used in paragraph 3, above.

b. Ask: What was the main advice you got from your parents?

c. When you really "shined" as a child, how did your parents praise you?

d. What did they say?

e. What kind of situation or setting were you in?

f. How do you get praise now?

6. Let me provide you with a situation that might throw some light on this whole business of injunctions, counterinjunctions, rackets, and decisions — and how a person can "buy into" the whole business and live out a script.

a. When I was a little kid, maybe three years old, my mother was toilet-training me (as all mothers do).

b. It was very important to her, I soon discovered, for me to have a bowel movement every day at precisely 10:43 a.m.

c. In fact, it was so important to her that she would not allow me to flush the toilet until she had inspected my daily creation.

d. At which point she became very pleased with my performance — patted me on the head (stroke) and said, "That's my good little boy/girl (stroke)." And I would run out and play.

e. One time, at precisely 10:43 a.m., Mom called me in to perform my daily creative activity. I sat in the "John" — "Jane" for you ladies — and experienced a great deal of difficulty. I either wasn't creative that day, or perhaps I was still angry with Mom for making me stand in the corner earlier that morning. At any rate, no creation was forthcoming.

f. Mom became very concerned about me and would knock on the John/Jane door every few minutes to see if I was OK (stroke).

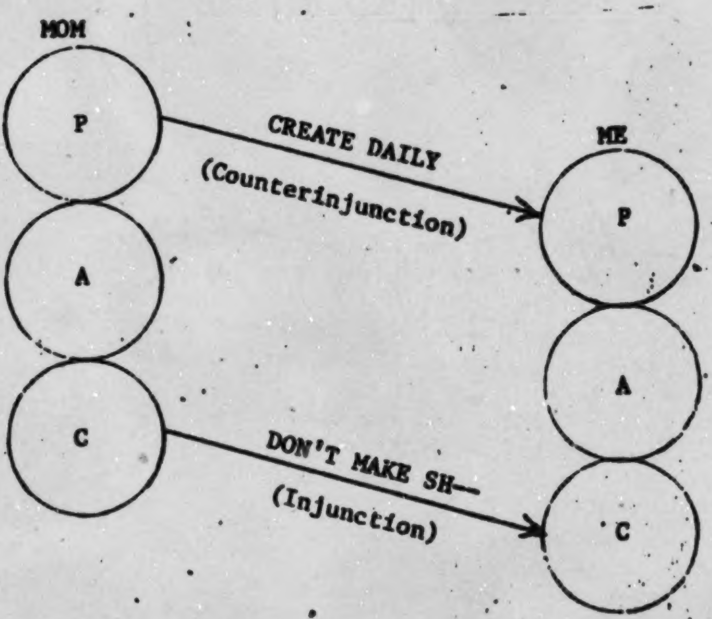
g. After a very long time (10 to 15 minutes) I decided to concede to failure.

h. My mother was very upset over the whole matter. You'd have thought she was the one who was constipated. But, actually, her deepest concern was obviously over my well-being.

i. She picked me up (stroke), talked to me very, very nurturingly (stroke), rubbed my stomach for me (stroke), gave me a whole lot of attention (stroke, stroke), and, finally, gave me some chocolate candy (Exlax stroke).

j. I decided then and there — the way to be around that house (in order to get a lot of attention and strokes) was to be constipated or to keep a tight set of sphincter muscles. And, I've been living that way ever since. Oh, by the way, I'm 39 years old now.

k. Draw this matrix for the story:


MOM
P
A
C
ME
P
A
C
CREATE DAILY
(Counterinjunction)
DON'T MAKE SH—
(Injunction)

202

CORRECTED COPY

STUDY GUIDE

SG 3ALR73430A/B-3OLR7361A/B-3OZR7364A/B-I-4-1

Technical Training

Drug and Alcohol Abuse Control
and
Equal Opportunity and Treatment

TRANSACTIONAL ANALYSIS

17 March 1978

USAF Technical Training School
Lackland Air Force Base, Texas 78236

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SOCIAL ACTIONS TRAINING BRANCH SG 3ALR73430A/B-30LR7361A/B-30ZR7364A/B-I-4-1
Lackland Air Force Base, Texas 17 March 1978

TRANSACTIONAL ANALYSIS

OBJECTIVE

Using Transactional Analysis (TA), identify the factor(s) which describe the formation and operation of the human personality in interpersonal relationships.

INTRODUCTION

Understanding how people relate to one another is essential to all social actions personnel. Transactional analysis (TA), and the related humanistic psychologies addressed in this unit will give you a basic understanding of how people interact and how aspects of their personalities work to affect interpersonal relationships. In this lesson you will first learn about the development of TA as a personality theory. Next, we examine the structure of the human personality; looking at the three ego states, the parent, adult, and child which each of us has within us. Next, we examine the concept of "strokes", and examine the interaction between people--transactions. Life positions, and the ways people structure time will be discussed. Then we will examine the concepts of "rackets" and "stamps" as well as "games", "life scripts", "winners, loosers", and "redecisions". Finally we'll examine Maslow's hierarchy of needs, his concept of "self-actualization" and its similarities with Glasser's concept of "positive addiction."

While you are learning the theory of how people interact, you will also be experiencing, through structured experiences, people in your small group interacting. This small group is your laboratory in which you examine how these theories apply to real people and their interactions.

The more you learn about yourself, your interaction with others, and how people interact, the more effective you will be in this people business--social actions.

INFORMATION

HISTORICAL DEVELOPMENT

Transactional analysis was developed by Eric Berne, M.D., a social psychiatrist, and an individual who keenly observed human behavior with zeal and insight. Early in his professional career he believed that by using intuition and asking three questions a client's behavior could accurately be predicted. Although he trained as a psychoanalyst and spent 15 years as an "analyst", he abandoned this traditional approach to treatment and developed transactional analysis--an off-shoot of psychoanalysis. His departure from the traditional psychoanalytic approach can be related to two factors: First, he used non-traditional approaches such as humor and a heavy emphasis on groups, and secondly, he disregarded traditional status used by the psychiatric field. Based on his experiences in group interaction, he developed the TA concept of interpersonal communication and a TA language that could easily be understood by both the therapist and client. It helped the clients understand how their behavior was dysfunctional. Berne surmized, after observing his clients, that they had what appeared to be ego images: (1) Some clients behaved as though they were little children despite their age, (2) some acted as parental figures, and (3) others dealt with factual data like a computer. These clients switched back and forth from one ego image to another. Based on these observations he developed the concept of the Parent, Adult, and Child ego states. Additionally, he observed that in group settings people communicated in a pattern which was almost predictable, because they seemed to arrange certain outcomes for themselves. From this he developed the "game" concept of TA. Further observations lead him to formulate such concepts as strokes, time-structuring, transactions, and games, which eventually lead to the development of the concept called "life scripts". Today, other psychologists have continued to develop and expand his theory.

STRUCTURAL ANALYSIS OF PERSONALITY: THREE EGO STATES AND THEIR CUES

Structural analysis defines the Parent, Adult, and Child ego states within the human personality. Berne divided the personality into three discrete ego states - the Child, Parent, and Adult.

Child Ego State

DEVELOPMENT. At birth the Child ego state is all that exists in an infant. It is the spurce of energy, and consist of inate wants. Since infants essentially do not have a vocabulary from birth to approximately 20 months most of their reactions are expressed in feelings. These feelings are manifested as recordings of internal events (feelings) in response to external events (mostly mother and father) between birth to age five (a felt concept of life). The Child ego state is essentially preserved in its entirety from childhood throughout one's life.

CHARACTERISTICS. When people function in the Child ego state/mode, they behave as they did when they were children. You can identify the characteristics of the Child ego state by the verbal and non-verbal cues a person exhibits.

Nonverbal Cues. Nonverbal cues consist of tears, quivering lips, rolling eyes, pouting, whining, down-cast eyes, squirming, tantrums, shrugging shoulders, teasing, delight, laughter, hand-raising for permission, nail biting, jumping up and down with excitement, etc.

Verbal Cues. Verbal cues could consist of numerous statements, such as: "I dunno." "I wanna." "I wish." "I don't care." "I guess." Many superlatives, such as: biggest, best, better (as in, "Mine is better than yours."). Curiosity words, such as: what, where, who, when, and how (which can also be Adult ego state cues).

Other Characteristics. A Child ego state much younger than a year is rarely observed in older people because those people who habitually express this ego state are usually considered severely disturbed. Proper functioning in society requires the use of the other ego states (Parent and Adult). The value of the Child ego state should not be underestimated. It is said to be the best part of a person, and the only part that can really enjoy itself. The Child ego state is the source of spontaneity, creative change, and the mainspring of joy.

Parent Ego State

DEVELOPMENT. The Parent ego state consists of attitudes, perceptual styles, and behaviors taken from outside sources--primarily from one's parents. The Parent ego state is a recording of a person's perception of what significant figures in one's life have said or done. It is essentially non-perceptive and non-cognitive. It is simply a constant and sometimes arbitrary basis for decisions, a repository of traditions and values, all vital for the survival of children and civilization. It operates validly when adequate information from an adult decision is not available; although in certain people, it operates in spite of adequate adult information. The Parent ego state, while taken whole from others, is not a fixated ego state since it can change over a period of time. Experiences can be added to or subtracted from a person's Parent ego state repertoire of behavior and thoughts.

CHARACTERISTICS. The Parent ego state can be characterized by cues generally associated with someone talking to a child. Certain verbal and nonverbal cues will help you identify when a person is in the Parent ego state.

Nonverbal Cues. These cues consist of furrowed brow, pursed lips, pointing index finger, hands on hips, head-wagging, pat on the head, a horrified look, wringing of hands, folded arms, foot-tapping, tongue-clucking, etc.

Verbal Cues. Verbal cues may consist of numerous statements, such as: "I am going to put a stop to this once and for all." "I can't for the life of me. . ." "Now, always remember. . ." "If I were you. . ." Or words like: stupid, naughty, ridiculous, asinine, poor thing, no no sonny, honey, how dare you, and now what. . .? Although these are cues, they are not conclusions.

Adult Ego State

DEVELOPMENT. The human nervous system is not fully developed until about age 12. Logical thinking probably develops late in the first year of life (10 months). It slowly increased until full abstract thinking is available approximately at age 12. It is at this age that the Adult ego state becomes fully functional.

CHARACTERISTICS. The Adult ego state objectively appraises reality. It gathers, stores, and uses information from all sources, internal from the other ego states (Child and Parent), as well as from the external world. It uses this information to make statements and estimates possiilities. It is often called the computer because it functions like a digital computer. It computes logically, without feeling, the data it takes in.

Nonverbal Cues. Nonverbal cues consist of: listening as a continual movement of the face, eyes, body, with an eye-blink every three-to-five seconds, (nonmovement denotes nonlistening). The face has a straightforward expression and the head is straight. Listening with the head tilted denotes an angle in mind.

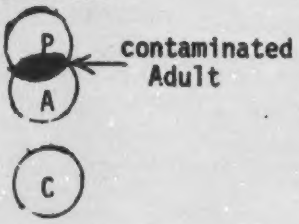
Verbal Cues. Verbal Cues consist of questions, such as: what, when, how, where, who, etc. They also include responses or statements, such as: how much, in what way, true, false, probably, possible, I think, in my opinion, etc.

CONTAMINATED ADULT. Some individuals do not have a fully functioning Adult ego state. Most frequently this results from contamination or an overlap from another ego state, such as the Parent. A good example of this is found in prejudice. Here the individual is unable to fully evaluate a given segment of society, concept or idea because part of their computer is blocked off due to attitudes and values residing within the Parent. This sentiment is frequently seen in such statements as:

"All homosexuals are child molesters."

"Irishmen are natural fighters."

"Blacks have more fun."



Attempts to provide the individual with more data in the area of concern frequently fail because they are unable to process it due to the contaminate within the ego state.

SECOND ORDER STRUCTURAL ANALYSIS OF PERSONALITY

Second order structural analysis is a finer analysis of the Parent and Child ego states as initially explained in structural analysis. We will look at the following second order structures of the Child and Parent which are the most frequently used.

Child Ego State

NATURAL OR FREE CHILD. Within the Child ego state there is a Parent, Adult and Child ego state. The Child-in-Child, more commonly known as the "natural" or "free child", is that part of the Child ego state that is the very young, impulsive, untrained, expressive infant still inside each person. It is often like a self-centered, pleasure loving baby, responding with cozy affection when its needs are met or with angry rebellion when they are not met. The function of the "Natural Child" is spontaneous, intimate, and joyous. Thus, many people in transactional analysis have labeled this the most delightful part of the personality.

LITTLE PROFESSOR. The Adult ego state in the Child--"Little Professor", is the unschooled wisdom of a child. It is that part of the Child ego state that is intuitive, responding to nonverbal messages and playing hunches. With it a child figures things out, such as when to cry, when to be quiet, and how to manipulate Mama into smiling. The "Little Professor" is also highly creative. It functions with rationality, logic, awareness, creativeness, and manipulativeness.

ADAPTIVE CHILD. The Parent ego state in the Child--"Adaptive Child", is that part of the Child ego state that exhibits a modification of the "Natural Child's" inclinations. These adaptations of natural impulses occur in response to traumas,experiences, training, and most importantly, to demands from significant authority figures.

Parent Ego State

NURTURING PARENT. Within each Parent ego state there is a Parent, and Child ego state. In addition, there is a Parent, Adult, Child ego state within a person's Parent ego state acquired from its father and mother. The Child ego state in the Parent ego state is sympathetic, protective, and nurturing. It provides the child with essential survival needs, both physical and psychological. In addition, it provides the little person under its care, or others, with permission to grow and become autonomous and creative. This is the second part of intimacy.

CRITICAL PARENT. The parent ego state in the Parent, more commonly known as the "Critical Parent", is that part of the Parent ego state that is controlling, directing, domineering, and authoritative. It bosses the little person or others, and at times, may brutalize it. It is frequently in conflict with the "Natural Child". This part of the Parent ego state may irritate or alienate others.

CONCEPT AND TYPES OF STROKES

Concept

STROKE. A "stroke" is the fundamental unit of social interaction. In transactional analysis, stroking is any act implying recognition of another's presence. The infant has a need for stimuli within its environment. The work of Spitz and others dramatically documents the withering of infants raised in an environment devoid of stimuli--particularly physical stimuli such as touching, caressing, and holding. Strokes are primarily physical during the first 10 months of life. As the infant matures, it is transformed into a substitution known as recognition hunger. However, it is important to remember that the original need for touching is still active in the drive for recognition. An exchange of strokes between individuals constitutes a transaction, which is the unit of social intercourse.

Types of Strokes

POSITIVE STROKING. This type of stroking develops and maintains emotionally healthy people. Positive strokes range in value from the minimal maintenance of a "hello" to the depth encounter of intimacy, When strokes are positive they leave the person feeling good, alive, alert, and significant. At a greater depth they enhance the individual's sense of well being, endoreses one's intelligence, and are often pleasureable. They are often an expression of affectionate or appreciate feelings, such as: "You really saved the day for me by finishing that report." "Its a pleasure to work in the same office with you." "You're such fun to dance with." "I'm glad I've got you for a son." Positive strokes can also give people information about their compentencies. They may help them become more aware of their individual skills and resources. Listening is one of the finest strokes a person can give another. The most effective listening involves focusing all of one's attention on the speaker, a discipline which can be learned. Everyone needs strokes and if they do not get enough positive ones, they often provoke negative ones.

NEGATIVE STROKING. This type of stroking is either the lack of attention or negative attention that hurts a person emotionally or physically. Ignoring a person or giving them negative strokes sends the message., "You are not OK." When people are ignored, teased, diminished, humiliated, physically degraded, laughed at, called names, or ridiculed, they are in some way being treated as though they are insignificant. These people are being discounted, which is always painful. When parents discount children it may lead to personality pathology. Between grown-ups it may lead to unhappy human relationships or lead into destructive patterns of behavior. Parents ignore and fail to stroke their children for many reasons. Most often it is because in their own childhood they were themselves not touched enough and learned to "keep their distance."

CONDITIONAL STRIKING. This form of stroking is given in return for behavior valued by the person delivering the stroke. As long as the valued bahavior is continued the person will continue to receive strokes. Healthy parents utilize this to build healthy, adequate children, with praise about self, school, and society at large. Unhealthy parents may use the same modality to bring about negative behaviors or feelings.

Example of conditional strokes include:
"Wow, it's really neat when you hang up your clothes."
"I"m really proud of you for making this report card."
"You really did an excellent job on that briefing, thanks."

Example of negative conditional strokes include:
"You flunked again, didn't you? I knew you'd never amount to anything."
"Damn it, Ruth, when are you going to learn to add and subtract and balance the check book?"
"Airman, since when do you have permission to talk to him?"

UNCONDITIONAL STROKING. This form of stroking is given in return for being, for one's mere existence. No behavior, other than the life functions of breathing and other bodily processes are necessary. Healthy parents use this with their children to reinforce a sense of belonging, loving, and giving. Unhealthy parents use this to reinforce a lack of self-worth, a denial of the person's existence.

Example of positive unconditional strokes include:
"You are really neat (picking up child), and I love you (hugging)."
"Darling, I adore you." (Lover to lover.)

Example of negative unconditional strokes:
"You are stupid." (Person to person.)
"Why in the hell were you ever born." (Parent to neglected child.)
"You stink, why did I ever marry you." (Spouse to alcoholic.)

TRANSACTIONS

Definition

TRANSACTION. According to Berne, the unit of social intercourse or communication is called a transaction. If two or more people encounter each other in a social aggregation, sooner or later one of them will speak or give some other indication of acknowledging the presence of the other. This is called the "transactional stimulus". The other person will then say or do something which is in some way related to this stimulus, and that is called the "transactional response". Simple transactional analysis is concerned with diagnosing which ego state implemented the transactional stimulus, and which one executed the transactional response.

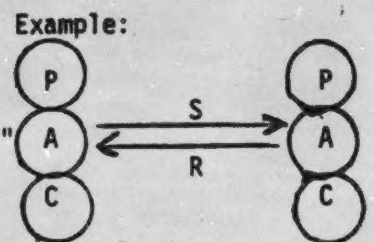
Complementary Transactions

Complementary transactions are those in which two criteria are met: First, the response comes from the same ego state as the one to which the stimulus was directed. Secondly, the response is directed to the same ego state from which the stimulus is initiated. Thus, complementary transactions are those which are diagramed with one set of parallel lines. As long as the lines remain parallel, the communication can continue indefinitely. Let's look at some examples.

TYPE ONE. The simplest complementary transaction are those in which both stimulus and response arise from the same ego state of the people concerned.

Adult to Adult. Example:

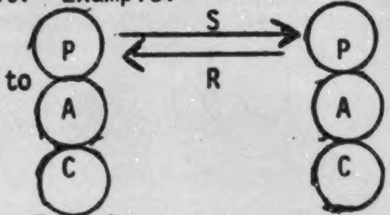
S. "Where's my book?"



R. "On the desk."

Parent to Parent. Example:

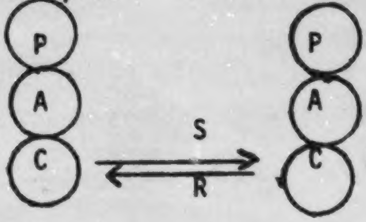
S. "Airmen aren't what they used to be."



R. "No, they sure aren't."

Child to Child. Example:

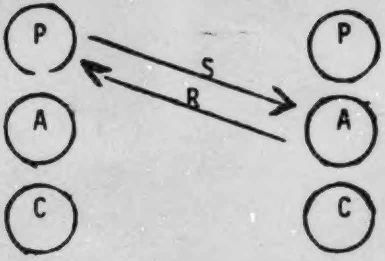
S. "Let's go play!"



R. "Okay!"

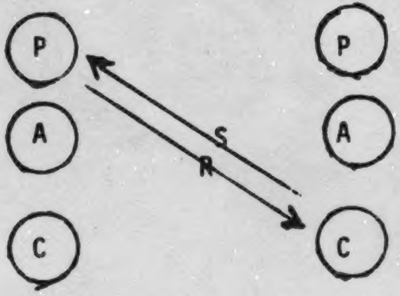
TYPE TWO. The next in simplicity are Type Two Complementary Transactions. This type can be initiated from and directed at any ego state provided that the response comes from the ego state to which it was directed, and the response goes to the ego state from which the stimulus came. Examples follow:

Parent to Adult.



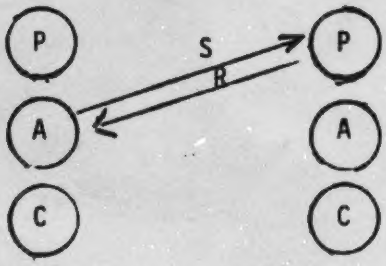
s. "Well, how do you take care of these naughty kids."
r. "You listen to what they have to say."

Parent to Child.



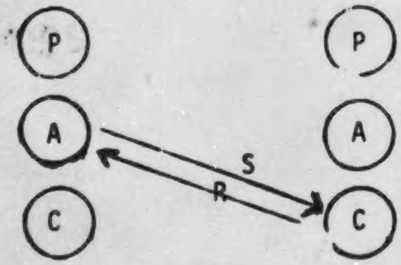
s. "How dare you talk back to me!"
r. "I'm sorry Daddy."

Adult to Parent.



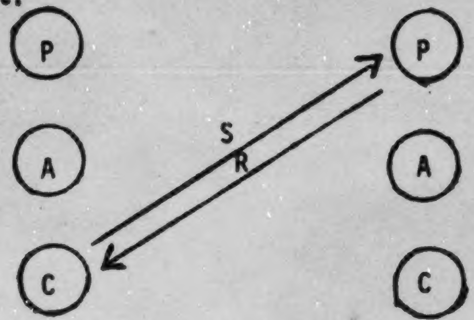
s. "How did your grandmother change diapers?"
r. "She used the triangle method."

Adult to Child



s. "Did you have fun at the party?"
r. "Yeah! Boy, did I!"

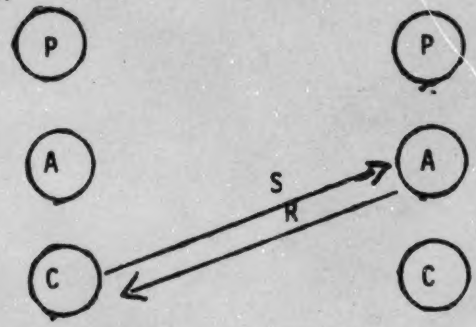
Child to Parent.



s. "When is daddy coming home, mommy?"

r. "Very soon, honey."

Child to Adult.



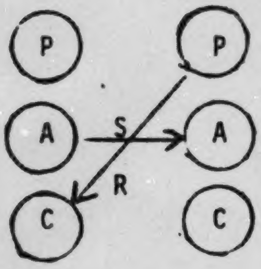
s. "Do you know how to fix my dolly?"

r. "Yes, dear, I do."

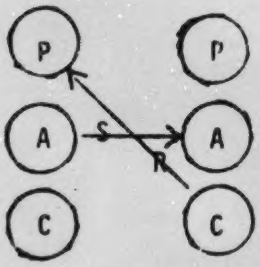
Cross Transaction

A crossed transaction occurs when a stimulus is directed to a particular ego state and the response is made from an unexpected ego state. An inappropriate ego state is activated and the lines transacting between the people are crossed. Crossed transactions are a frequent source of pain between people--parents and children, husband and wife, boss and employee, teacher and student, and so forth. The person who initiates a transaction, expecting a certain response, does not get it. The individual is crossed and often left feeling discounted. Gestures, facial expressions, body posture, tone of voice, and so forth, all contribute to the meaning in every transaction. If a verbal message is to be fully understood, the receiver must take into consideration the nonverbal aspects as well as the spoken words. When two people stand glaring at each other, turn their backs on each other, are unwilling to continue transacting, or are puzzled by what had just occured between them, it is likely that they have just experienced a "crossed transaction". When the communications are crossed a breakdown (sometimes only a brief, temporary one) results and communication stops.

Crossed transactions sometimes are caused when a stimulus hooks (activates) another ego state other than the intended one. Also, the listener may shift attention and energy into another ego state prior to receiving the stimulus, and will reflexively respond to the stimulus without shifting back into the initial ego state that the speaker is attempting to engage. We have all experienced this when a speaker, or a piece of music or poetry activates feelings within us that trigger memories, which may cause us to change ego states rapidly. Sometimes we pass this off as being "moody."



s.	Boss:	What time is it?
r.	Secretary:	You're always in such a hurry!

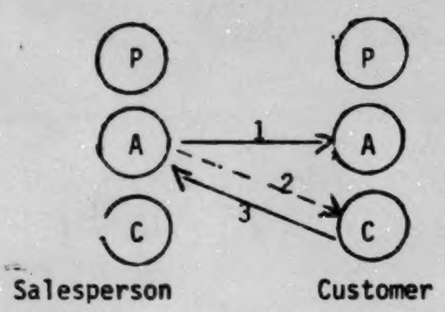


s.	Husband:	Can you take the car to be serviced this afternoon?
r.	Wife:	Today I iron. Johnny expects a birthday cake. The cat has to go to the vet, and now you want me to take the car in!

Ulterior Transactions

Ulterior transactions are the most complex. They differ from complementary and crossed transactions in that they always involve more then two ego states simultaneously. When the ulterior message is sent, it is disguised under a socially acceptable transaction. Such is the purpose of the old cliche: "Wouldn't you like to come up to my place and have a drink?" In this instance the Adult ego state in the person is verbalizing one thing while the Child ego state, with the use of innuendo, is sending a different message. Ulterior transactions can be either angular or duplex.

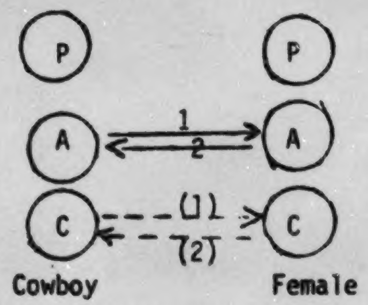
ANGULAR TRANSACTIONS. An angular transaction involves three ego states and occurs when messages are sent simultaneously from one ego state of the initiator to two ego states of the respondent.



1. The sale ends tomorrow.
2. You'd better hurry.
3. I'll buy it!

In the above example the salesperson provides Adult ego state information to the prospective buyer. However, the salesperson simultaneously sends a secret message to the customer in an attempt to "hook" the latter's impulsive Child ego state and quickly close the deal. The secret message is nonverbal and is referred to as the "psychological message". The Adult-Adult stimulus is overt and is called the "social message". The respondent may reply from any of its ego states.

DUPLEX TRANSACTIONS. A duplex transaction involves four ego states, two in each person. During the course of a duplex transaction, two conversations are occurring simultaneously, one on the social level and another on the psychological level. As Berne accurately points out, duplex transactions are frequently seen in flirtation games.



1. "Come and see the barn."
2. "I've loved barns ever since I was a little girl."

(1) (I'd like to have sex with you.)

(2) (This could be exciting.)

Nature of Transactions

Transactions may be either straightforward or diluted, intense or weak.

DILUTED. Diluted transactions are often half hostile, half affectionate. The message is burried in some form of kidding. For example, one student may say to another, "Hey geneous, when are you going to finish that book? I want to read it." The respondent may toss it to the other with "Here you are butter fingers. Catch it if you can."

WEAK. Weak transactions are those that are superficial, perfunctory, and lack feelings of intensity. Such is the case of a wife saying to her husband: "I wonder if we should go out to dinner tonight?" And he responds: "I don't care, dear. Whatever you say, dear."

STRAIGHTFORWARD AND INTENSE. In healthy relationships people transact directly without the use of ulterior transactions. They also communicate in a straightforward manner and occassionally, intensely. These transactions are complementary and free from ulterior motives.

BASIC LIFE POSITIONS

Existential Positions

Stemming from "faith in human nature" Eric Berne felt that people are born into the world feeling OK about themselves, and OK about everything around them excluding any uncommon emotional trauma or physiological damage. This OKness is the first conclusion we can make of human beings at birth. It is one of the most important concepts of the T.A. theory which Eric Berne felt he introduced to the field of psychotherapy. However, there is a general disagreement among other T.A. psychotherapists concerning this conclusion. For example, in the writings of Amy and Tom Harris, *I'm O.K., You're O.K.*, they introduced a fundamental shift in Berne's theory, by listing the unhealthy position "I'm not O.K., You're OK." as being the first and "universal position" from which all people need to extricate themselves. However, inspite of these differences in opinion, the concepts of the basic life position we will discuss will be as Eric Berne originally developed them. That is, that from this initial OKness each person recognizes their wants, needs and feelings that are inherent to their existence. The early experiences (social, psychological and physiological) of the individual, whether or not these needs are met, play a decisive role in behavorial development. This basic OKness, because "O.K." and "NOT OK" existential beliefs a person has about themselves and the environment that surrounds them.

I'M OK - YOU'RE OK
I'M OK - YOU'RE NOT OK
I'M NOT OK - YOU'RE OK
I'M NOT OK - YOU'RE NOT OK

These combinations are referred to as life or existential positions. It is important to understand this TA concept because the life position of an individual influences how they think, feel, act and relate with others.

I'm OK - You're OK.

When infants enter the world they are probably in a healthy position--I'm OK - You're OK (Berne). As long as the basic needs are met, they will remain in this position. People in this position reflect an optismistic and healthy outlook on life, freely relate with others, and assume a "get-on with" stance in their dealings with other persons and the environment. These people are willing to take risk to get the positive strokes that meet their needs and are also responsive to the needs of others. They believe in intimacy and are pleasant to work for and fun to play with.

I'm OK - You're Not OK.

If a child is severely neglected, abused, or oppressed he/she may decide that others, not themselves are not-OK. When this happens, they may assume the life position: "I'm OK - You're OK".. Commonly, one of their parents modeled this position for the person. For example, most child abusers were themselves abused as children. This position is often called distrusting, blaming, or hateful. This person may deny personal difficulties, feel cheated, and react toward the world with anger or frustration. Their general stance in dealings with others is a "get-rid-of" position.

I'm not OK - You're OK.

This life position is referred to as the depressive position and is the most frequent found in our society. If a child's behavior is not positively reinforced, they may decide that "I'm not OK". People in this position often feel stupid, inferior, ugly, or inadequate. Depression, guilt, and/or distruct of others may also accompany this pisition. Those who program their lives to be complaint and pleasing to others in order to get strokes support this life position. These people have difficulties in accepting compliments, and generally take a "get-away-from" stance in their dealings with others and the environment. They spend a lot of time attempting to read the minds of others in order to please people.

I'm not OK - You're not OK.

This life position assumed by those who were miserable in their youth and decided that neither themselves nor anyone else is worthwhile or valuable. This is the "give-up" position and those who assume this position often end up in prison, mental institutions or morgues. They generally assume a "get-nowhere-with" stance in their dealing with others and the environment.

How Life Positions Operate

Once people assume a basic life position, they tend to selectively perceive the world in ways which will maintain that life position. However, in reality, most people are not fixated in a single life position. They move from one position to another at different times with different people. For example, a man may assume an arrogant feeling and acting inadequate (I'm not OK - You're OK) with his boss, and yet be relaxed and outgoing (I'm OK - You're OK) with his friends at the club. The position in which individuals spend the greatest proportion of their time is called their life position. Life Positions are assumed as a result of a decision made when this person was very young and lacked adequate information in their Adult ego state. Like any other decision, this can be changed. Since all persons are in fact OK, all of the not-OK positions can be thought of as unhelathy delusions. Helping people to reassume the healthy life position is one of the major goals of Transactional Analysis.

The above conversation, overheard at a Texas dude ranch, sounds on the social level to be an Adult ego state conversation about barns. However, on the psychological level it is a Child ego state conversation about sex play. The "third rule of communication" states that the outcome of the transactions will be determined on the psychological level.

Duplex transactions are the basis for interpersonal games between people. Often the only person aware of the ulterior transactions are the participants themselves. Ulterior transactions are not necessarily negative or even dishonest, provided that the participants have an awareness of the transactions. Duplex transactions are frequently very helpful in counseling and therapy when they are used to communicate messages to the client's Child ego state which would otherwise be censored by a Critical Patient.

WAYS PEOPLE STRUCTURE TIME

Need to Structure Time

Another of the significant contributions of Transactional Analysis is the concept of time structuring--how people structure their time. The need to structure time is based on three drives or hungers.

STIMULUS HUNGER. The first drive which causes people to structure time is stimulus hunger. Far from trying to avoid stimulating situations, most organisms, including humans, seek stimulation out. The need for sensation (stimulation) is the reason why roller coasters and movie theatres make money. Prisoners will do almost anything to avoid solitary confinement. People want stimulation, and to get it they structure time.

RECOGNITION HUNGER. The second drive that has an effect on how people structure time is recognition hunger. Recognition hunger is the quest for special kinds of sensations which can only be supplied by another human being or pets; someone the person can have a relationship with. This need is the reason why milk is not enough for babies to survive on. Babies need the sound, smell, warmth, and touch of a mother or else they will wither away and die. If unmothered, infants will develop MARAZMUTH and will actually die. Grownups are not immune to the need for recognition. How do you feel when you go to work and no one says "hello" for two hours?

STRUCTURE HUNGER. The third drive which causes people to structure time is structure hunger. This drive is the need to make order out of a chaotic universe. This need explains why adults tend to grow into organizations, and why time-structurers are among the most sought after and most highly rewarded members of any society. People have a need to make sense out of a disorganized world so that they can predict what will happen to them. Gestalt psychology experiments show that people organize dots on a piece of paper, or ink blots, into something meaningful to them. People want their time and perceptions organized.

TIME STRUCTURING. As a result of these needs/hungers, people structure their time in seven basic ways, depending on their needs at the time and he habits they have learned.

Withdrawal

The first method of time structuring is withdrawal. Withdrawal is the act of removing one's self from interaction with others either physically or psychologically. There are several reasons why people use withdrawal to structure their time.

RATIONAL ADULT DECISION. Withdrawing is sometimes a rational, Adult ego state decision. People need time to be alone, to relax, to think their own thoughts, to take stock of themselves, to organize what has happened to them, and to rejuvinate their personal humanness. To do this people need time to be away from the hustle and bustle of every day life, to be in a quiet place. Even withdrawal into one's fantasies can be a legitimate way of rejuvinating one's self. A good fantasy may be a better use of time than forcing yourself to pay attention to a conversation you are not interested in. Every person should be aware of when their stimulus overload is too great. When things become too confusing, the rational Adult within us should tell us that it is time to leave the situation, either physically or psychologically.

HABIT FROM PARENT EGO STATE. Withdrawing is sometimes based on the habit learned by copying one's parents' role models. In this case the persons imitate parental behavior until it develops into a habit. For example, a boy may follow his father's example of withdrawing whenever his mother becomes angry and nags at him. The boy may practice this habit both at home with the same mother, and then at school with teachers who scold him. As a man he may withdraw as his father did when his wife is angry. To withdraw from his wife's anger/nagging, he may leave the house, retire to his office, or watch television intently. Or, he may simply go to sleep or "tune-out" his wife by focusing his attention on something else so as not to hear what she is saying. Children imitate their parents, then the imitation becomes a practiced habit for coping with that type of situation. This type of behavior can be said to come from the Parent ego state.

FROM CHILD EGO STATE. Withdrawing patterns of behavior also come from the Child ego state. These patterns are often replays of a person's childhood adaptations to protect one's self from pain or conflict. These withdrawal patterns may also be the result of training. For example, a child trained to "Go to your room and sut the door, and don't come out until you have a smile on your face." learns to withdraw either physically or psychologically behind a forced smile. Adaptations to one's childhood environment develop into habits which often carry over into adulthood. In adulthood they may be helpful adaptations, or they may not. Healthy adults examine whether their childhood adaptations are helpful, and disguard those which are not useful.

FANTASIES. When a person withdraws psychologically, it is often into a fantasy world. These fantasies are likely to be of uncensored pleasure, violence. creative imaginings, or of learned fears and catastrophic expectations. Everyone withdraws into fantasy from time to time. Who hasn't imagined all those great things that "could have been said" or engaged in some uncensored pleasure? In fantasies, you often free the mind to think of unusual or creative methods of solving real-world problems. Some of the best decisions often come after "sleeping on it" overnight. This gives the mind time to dream and fantasize about the problem, and lead to better coping. Alcohol and some drugs prevent the mind from having "dream sleep" which may have an effect on the mind's ability to solve problems by "sleeping on it."

Rituals

The second method of structuring time is by rituals. Rituals are the same and predictable interaction between people where there is an exchange of strokes. Rituals are stereotyped series of simple complementary transactions programed by external social forces or customs. The payoff from rituals is a garnering of strokes without the risk of intimacy. For example:

NCO: "Good morning , Sir." (Saluting)
Colonel: "Good morning, Sergeant." (returning salute)
NCO: "Nice weather today, sir." (Smiling)
Colonel: "Yes, indeed." (Smiling)

In this example it is apparent that the exchange is not intended to convey information. Indeed, if there is any information, it is wisely withheld. This series of transactions is quite adequately characterized as a "four - stroke ritual". If the colonel or NCO were in a hurry, they might both be content with a two stroke exchange of salutes. Variations on this simple ritual are common. You can also expect that rituals will have characteristics of symmetry and payback, a degree of formality, and be predictable stereotyped behavior.

SYMMETRY & PAYBACK. It is important to realize that in rituals there is a symmetry present that is dictated by the very nature of rituals. To give back only two strokes after receiving four is considered to be impolite and bad form. Such a violation of the norm may result in a type of interpersonal censure. Conversely, to give back ten strokes when only one or two was asked for is to invite a bewildered puzzlement, that is currently considered "getting over".

FORMALITY. Some cultures and societies have evolved rituals which are quite involved and formalized, necessitating an exchange of literally hundreds of strokes. Within our own culture there are geographical differences. The Southwest and California are perceived as being more relaxed and less formal than the traditional East.

STEREOTYPED PROTOCOL. In ritualized behavior the whole protocol is stereotyped. Once the first transaction has been initiated, the whole series is predictable and follows a predetermined course to a fore-ordained conclusion unless special conditions arise.

Pastimes

The third method of structuring time is pastimes. Pastimes are series of semi-ritualistic, simple, complementary transactions arranged around a single field of material, whose primary objective is to structure an interval of time. Pastimes pass the time of social gatherings; they have varying content, they serve as a means of getting strokes and selecting friends.

PLAYED AT PARTIES. Pastimes are typically played at parties ("social gatherings") or during the waiting period before a formal group meeting begins. Pastimes may take the form described as "chit-chat" or they may become more serious, e,g,, argumentative.

CONTENT DIFFERS WHILE FORM REMAINS SAME. Pastimes may take many different contents; however, the form remains the same. Some of the contents described by Berne are: PTA (childrearing); General Motors (comparing cars); Who Won (sports); Wardrobe (clothes); Kitchen (recipies); Psychiatry (analysis of others or self); and What Became of (reminising).

PROVIDE STROKING. In addition to structuring time, pastimes also provide the avenues to mutually acceptable stroking for both parties concerned.

SELECTION OF FRIENDS. Pastimes serve the additional function of being a social-selection processes. While a pastime is in progress, the Child in each player is watchfully assessing the potentialities of the others involved. At the end of the party, each person will have selected certain players he/she would like to see more of; while others he/she will discard, regardless of how skillfully or pleasantly they each engage in the pastime. The ones selected are those who seem the most likely candidates for more complex relationships, games or intimacy.

ROLE & STATUS CONFIRMATION. Another important advantage obtained from pastimes is the confirmation of role and the stabilizing of position, not only on the social level, but also on the psychological and existential level as well.

Activities

The fourth method of time structuring is activities. Activities occur when one's energy is directed toward external sources such as objects, tasks, ideas, etc. Activities are ways of structuring time that deal with external reality and are commonly thought of as work, getting something done. Activities are often what people want to do, need to do, or have to do--alone or with others.

EXAMPLES OF ACTIVITIES:

Serving on a committee
weeding the garden
dictating a letter
organizing a precinct
playing in a band
cooking dinner
building bridges
sewing a dress

WHEN ACTIVITY OVER, THEN WHAT? When some of the above activities come to an end, a person frequently feels empty, restless, or useless. This problem comes into sharp awareness when certain time-structuring activities, such as caring for children, going to school, or holding a job, come to an abrupt end. For example, many mothers who completely fill their time with children and household chores are overwhelmed with a sense of boredom and inadequacy when the children grow up and leave home. Similarity, a father who devotes his life to being a breadwinner may suffer the same boredom and deteriorate rapidly after retirement.

STRUCTURED PLAY? There is some discussion in TA literature that structured play activities, as contrasted with spontaneous play, should be classified as an activity, also. This would be the case in playing a game of chess, playing basketball, and other formalized sports.

ADULT-ADULT TRANSACTIONS. Activities are typically adult to adult communications; however, duplex and other transactions may creep into activities to satisfy other needs.

Operations

The fifth method of time structuring is operations. Operations are simple transactions undertaken for a specific, stated purpose. For example, if someone frankly asks for reassurance and gets it, that is an operation. However, if someone asks for reassurance, and after it is given, that person turns it to the disadvantage of the giver, then this transaction is a game. It is important to distinguish the difference between an operation and a game, as on the surface they appear similar. Let's now examine the next method of structuring time, games.

Games

The sixth method of time structuring is games. A TA game is an ongoing series of complementary ulterior transactions, progressing to a well-defined, predictable outcome. Thusfar, all the methods of time structuring have been complementary in their ongoing transactions. Games are clearly differentiated by two chief characteristics: (1) their ulterior quality, and (2) their payoff. Superficially, a game looks like a set of operations, but after the payoff it becomes apparent that these "operations" were really maneuvers; not honest requests but moves in the game. What we are concerned with here are the unconscious games played by innocent people engaged in duplex transactions of which they are not fully aware, and which form the most important aspects of social life all over the world. We will return to a fuller discussion of games in TA, their relationships to other aspects of TA theory.

Intimacy

The seventh method of time structuring is intimacy. Intimacy involves the sharing of feelings, thoughts, and experiences in a relationship of harmony and trust. Intimacy occurs at a deeper level of human encounter than rituals, pastimes, games, operations, and activities. Intimacy is free of games and free of exploitation. It occurs in those rare moments of human contact that arouse feelings of tenderness, empathy, and affection.

INVOLVES LISTENING. People can live or work together for many years but never really "see" or "hear" each other. Yet, a moment may come when one sees the other for the first time -- sees the others coloring the other's expressions, the other's many shapes, movements, differences. The one may also hear the other for the first time -- hear all the other's messages, verbal and nonverbal, emotional and factual.

INVOLVES RISK. Intimacy is often frightening because it involves risk. In an intimate relationship people are vulnerable, and many times it seems easier to pass time or to play games than to risk feelings either of affection or of rejection.

CAPACITY CAN BE RECOVERED. If the capacity for intimacy has been unnecessarily suppressed, it can be recovered. Through activating and strangthening the Adult ego state, people can change in spite of their early life experiences.

MAJOR GOAL OF TA. Recovering the capacity for intimacy is a major goal of TA and is one of the marks of an autonomous person. Winners in life risk genuine intimacy.

RACKETS

A racket is an indirect or manipulative way of getting strokes that result in an unpleasant feeling.

Behavioral Development of Rackets

A child is born capable of all feelings ranging from affection to rage. Feelings of infants at birth are spontaneous and natural, ones of the "natural child." As a child develops he/she learns who to show affection toward. The child also learns who and about what to feel quilty, and what to fear or hate. These learned feelings are from the "Adaptive Child," and are very important in our society. These learned feelings assist the child to adapt and survive, but they may create problems as the child develops. Each child experiences all feelings, but each eventurally adopts a favorite feeling. This favorite feeling, in fact, may not be a pleasant one; although the favorite feeling usually serves a purpose. These favorite feelings usually occur during stressful situations. While these feelings may have been an understandable response to the original childhood situations, later in life a person may tend to seek out situations in which they reexperience the old feelings. In fact, these feelings are often collected. Each person will tend to use his/her favorite racket feeling in many different situations. So a person may have a racket feeling of hurt, or sad, lonely, anger, etc.

Examples of Rackets

The following examples of rackets come from the book, "Born to Win":

A Child Who Continually Hears:	Adapts by Feeling:
"I'm ashamed of you!" or "You should be ashamed of yourself!"	Guilty
"Just wait until your father gets home; he'll beat you good."	Afraid
"Don't speak to those Jews/ Catholics/Protestants they can't be trusted.	Hate or Suspicion
"You can't do anything right" or "I don't know what I'm going to do with you."	Hurt - Anger

How Racket Feelings Are Learned

Rackets are learned in the following three ways. For the purpose of understanding we've separated these processes; however, in real life all three ways may occur and have an influence on a person at the same time.

ROLE MODELING. When a parent models racket feelings for the child, the child learns that this way of behaving is expected, and the child imitates this type of behavior. For example, a father shows his son that a man should be tough, and never express feelings of sadness such as crying; instead, the child learns to be athletic when sad, and never expresses his feelings of sadness. In role-modeling, the child copies the behavior exhibited without questioning it. The behavior, then becomes a learned way of dealing with his child's feelings.

REINFORCEMENT. Rackets are also learned by reinforcement. They become learned habits which are shaped by reinforcement. In TA language, we talk about being "stroked in a racket" which means receiving reinforcement for exhibiting a learned feeling. If one is stroked for showing this learned feeling, chances are that the feeling will be repeated again and again to receive the strokes one receives for exhibiting the feeling. For example, a child may exhibit an anger racket because she gets most of her strokes when she is angry and obnoxious. Her parents may pay little attention to her except when she is showing temper tantrums. It may be easy for her parents to ignore her when she is acting pleasant and doing things as expected. This child soon learns that she can get more attention (strokes) when she is angry, hostile, and refuses to cooperate with expectations. She soon can control her environment and most probably will be angry quite frequently, even when nothing happens to provoke her to anger.

INAPPROPRIATE LABELING OF FEELINGS. Children also learn rackets by their parents/teachers inappropriately labeling the child's feelings. For example, when anger is an unacceptable feeling to parents, they may say, "You're not mad, you're just tired." The child may then learn to feel tired, lathargic, or depressed when he or she is angry.

Difference Between Racket and Spontaneous Feelings

SPONTANEOUS FEELINGS. A person's natural tendency is to have a feeling, express it, be done with it, and then to on to something else. A spontaneous or natural feeling will make sense for the situation and he/she will do something that will finish the feeling; i.e., get off the expressway, vote for funds for a better expressway, slow down, or do whatever would be reasonable for the situation. A spontaneous feeling is also expressed from the Free Child ego state and is a response to an activity that is fun for the person and responsive to others needs.

LEARNED FEELINGS. Learned feelings come from the Adaptive Child ego state. They are important and functional. They are necessary for people to predict behavior so that they can survive in society. Learned feelings may be learned by role modeling, reinforcement (strokes), or inappropriate labeling. Learned feelings usually are inappropriate to the situation, or at least partially inappropriate. Learned feelings are usually exhibited for ulterior purposes.

Relationship of Rackets to "Trading Stamps"

DEFINITION. In TA, "Trading Stamps" are enduring feelings (such as sadness, anger, guile, etc.,) that are collected and saved up by persons who play games so that when enough of these feelings are collected they can be "traded in" inappropriately for another person's behavior. Trading stamp feelings are often surpressed until the "last straw" occurs which unleashes a torrent of negative feelings on a person who probable didn't deserve all of these negative feelings. Game players often "set up" others in situations so that they can experience anger at the other person for doing the thing the game player set up.

EXAMPLES OF TRADING STAMPS: People save different kinds of trading stamps depending upon their personal needs and what injunctions they are laboring under from their parents. TA writers have identified these based upon color;

Red Stamps. People who save red stamps are unable to express their anger in a modulated and adaptive fashion. Instead of a more adaptive method that preserves their integrity and that of others, these individuals collect each slight, insult, or hurt until they have enough to cash them in for a free temper tantrum, a fight, or in some cases a homicide. They are most frequently collected by people who are in the existential position of "I'm Not OK -- You're Not OK."

Brown Stamps. People who save brown stamps are unable to constructively deal with the world when there are trials and tribulations. They believe that they are basically deserving of whatever the world dumps on their doorstep and that they must accept it passively. They collect bad feelings from others, and each incident is pasted in their books. If someone, a salesclerk for instance, is rude to them and the car breaks down on the freeway these persons see this as somehow just, as if they deserve such treatment. When they have saved enough stamps they may cash them in on a free depression, a stay in the psychiatric ward, or a suicide. These stamps are most frequently collected by people who are in the existential position of "I'm Not OK -- You Are OK."

Green Stamps. People who save green stamps are unable to express their joy at the success and attainments of others. They collect their feelings of envy and jealousy until they have accumulated enough to indulge themselves in an expression of their contempt for the other person. At times this may take the form of buying something (a Porsche) that shows that they are "one-up" on the other person, even though they can't affort id. Or, such a trade-in may take the form of "ripping something off" from the other person after rationalizing the behavior. Usually it takes the form of secretly gloating when something goes wrong for the other person, "Oh, did you hear, Mary Jo's son was expelled from school (he-he-he)." The laughter here coming from the Child ego state. These stamps are most frequently collected by people who are in the existential position of "I'm OK -- You're Not OK."

Gold Stamps. People who save gold stamps are winners. They are able to express their feelings both positive and negative in a manner that facilitates their interactions with others. Here the stamps are more memories of good times, job well done, and a sense of satisfaction and self-esteem. These stamps are saved and cashed in when accounts for why these people can take risks and do jobs that require delaying feedback and payoffs. These stamps are most frequently collected by people who are in the existential position of "I'm OK -- You're OK."

WHO COLLECTS STAMPS. Stamps are collected by people who feel not-OK about themselves and/or others, and want to avoid taking responsibility for their behavior.

WHEN STAMPS ARE CASHED IN. Some people cash in their stamps regularly for small prizes such as missing a day of work, failing a test, or becoming involved in an argument with their spouse. Others play for larger stakes. The high rollers may cash in their long-accumulated stamps for grand prizes such as divorce, suicide, or homicide.

USE OF STAMPS. Stamps are used to keep a person from being autonomous, from being responsible for his/her actions. Stamps help maintain racket feelings.

For Example:

Mrs. Q was raised in a home where she was not allowed to express her anger, because "nice girls don't do that." She married a rather domineering man who resembled her father in many of his attitudes and beliefs, including the expression of anger. Her husband frequently ridicules her, and on occasions has physically abused her. She has taken this treatment for three years without "losing her temper", although she is now worried because her two year old son is copying his father's attitude towards her - bad-mouthing her too.

Mrs. Q is admitted to the hospital in an intoxicated condition with superficial lacerations to both wrists. You are called in as the social actions person on call. The security police tell you that Mrs. Q completely demolished the inside of their base quarters, particularly multilating the wedding album and bedroom with what appeared to be a knife or some "sharp instrument".

After Mrs. Q is examined and admitted by the Mental Health officer you ask for and receive permission to interview her. You determine that on the night of the fray, Mr. Q had not spoken throughout the course of dinner although Mrs. Q had fixed his favorite meal. Finally, he belched, got up and announced that he was, "going to the club, where I can get something decent to eat." Mrs. Q began drinking after his departure, and the rest is history....

Mrs. Q cashed in at least three years of trading stamps. The event that served as a trigger (husband discounting her cooking and leaving for the club) was relatively minor considering what she had been through in the past. However, it was sufficient to overfill her book of stamps and discharge was immediate, first symbolically toward her husband and their marriage, and then towards herself in a gesture that cried for help and release.

GOAL OF TA. One goal of TA treatment is to help the client recognize and give up his/her existing stamp collection, and stop collecting stamps thereafter.

Relationship of Rackets to Psychosomatic Illness

Some TA theorists believe that a person's rackets and injunctions have a direct relationship with the type of illnesses that the person will have. For example, a person who as been given the injunction of "don't feel" will frequently suppress their feelings, sticking them in their "gut" rather than expressing them in an appropriate manner. Once sufficient affect (feelings) has accumulated in the "gut", the person may well develop an ulcer, colitus, or a functional (psychological caused) bowel syndrome. Another, rather unfortunately common example, is the person who was given the injunction to carry the world around on their shoulders, like Atlas in mythology. This type of individual is frequently affected with back and spinal cord difficulties, produced by "caring too much." The whole area of psychosomatic illness (real illnesses produced by emotional factors) is under intensive research by many disciplines. What is evident at present is that mankind/womankind is a fine tuned, harmonious organism, and that it is unrealistic to expect one part (such as the body) to function optimally without the harmony of the rest of the organism (such as the psyche or mind). A person who doesn't deal with their feelings will most probably find themselves having to deal with a physical problem caused by a build-up of these negatively charged feelings. A person who is OK with themselves is also OK with their body.

GAMES

Definition

Berne defines a game as "an ongoing series of complementary, ulterior transactions progressing to a well-defined, predictable outcome." The predictable outcome of game "payoff" consists of bad feelings for each player. When people communicate on more than one level at the same time, and when the results of their transactions lead to bad feelings, they are playing a game.

Games Versus Rackets

Both rackets and games are substitute ways of getting strokes from other people. Both behaviors are learned systems, and both require a discount of the self and/or the other person. "The Adapted Child freely substitutes these learned behaviors for spontaneous Child feelings which were discounted or not permitted. The two are somewhat different in that a game is a process of using ulterior transactions which end with a racket feeling. A racket, however, is a process using complementary transactions which include the bad feeling.

Degree of Intensity

Games are learned patterns of behavior. Most people play a small number of favorite games with various persons and in varying intensities. Game players intuitively seek out and find partners for complementary games, and it is in marriage and other close relationships that most games are played to the greatest intensity. Games are played at three levels of intensity.

FIRST DEGREE. First degree games areplayed in social circles with anyone willing to play and generally lead to mild upsets. A mild game of "Rapo" can be basically exciting and fun. A man and woman enjoy an evening of flirting with each other, she turns him down at the end of the night, and both feel slightly uncomfortable.

SECOND DEGREE. Second degree games occur when the players go after bigger stakes, usually in more intimate circles, and end up with a bigger bad-feeling payoff. Here, the come-on may even last for several days until a blantant sexual advance is met with a strong rebuff. The woman leaves angry and justified that "all men are not good," while the man, who is playing "kick me," feels hurt and rejected by another woman.

THIRD DEGREE. Third degree games involve tissue damage and may end up with the players in jail, hospital, or even the morgue. For example, the woman playing a third degree game may shoot a man to defend her honor.

Length

Games also vary in the length of time that passes while they are being played. A short version of a game may take only a few seconds from start to finish, while longer versions may last weeks, months, or even years.

Reasons People Play Games

People play games for the following reasons:

- To structure time.
- To acquire strokes -- positive strokes may be acquired in the early moves of the game, and negative strokes always accompany the payoff. A "good" game might be thought of as one which produces many more positive strokes in the early phases of the game than negative strokes resulting from the payoff.
- To maintain a racket.
- To keep others around when racket strokes are running out.
- To confirm parental injunctions and further the life script.
- To maintain the person's life position by "proving" that self and/or others are not-OK.
- To provide a high level of stroke exchange while blocking intimacy and maintain distance.
- To make people predictable.

Game Analysis: Diagraming a Game

To understand what is going in a game, we'll examine several ways in which psychologists diagram games. These methods of game analysis include: symbiosis diagrams, transactional disgrams, Goulding's steps necessary for a game, and Karpman's game triangle. Let's first look at a game as a symbiotic relationship.

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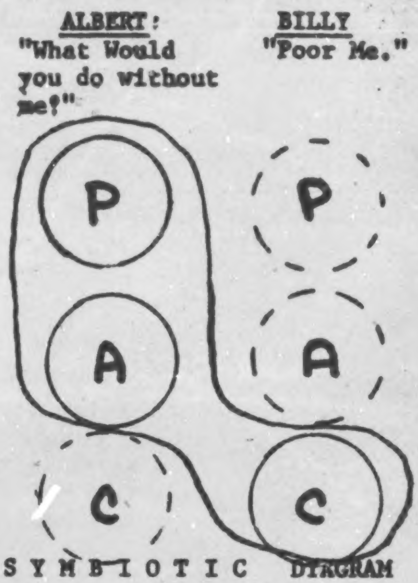
SYMBIOSIS DIAGRAM. The symbiosis diagram pictured here illustrates a way of viewing the relationship between two partners. Every game, like a racket, involves a symbiotic relationship and begins with a discount.

In the example to the right, Albert discounts his Child needs or feelings, saying, "Let me take care of you." He states this even though he is tired and wants to rest. Billy discounts his Adult's ability to solve problems and his Parent's guidance in taking care of himself. He says, "Yes, please take care of me!" Albert is playing "What would you do without me," while Billy is playing "poor me."

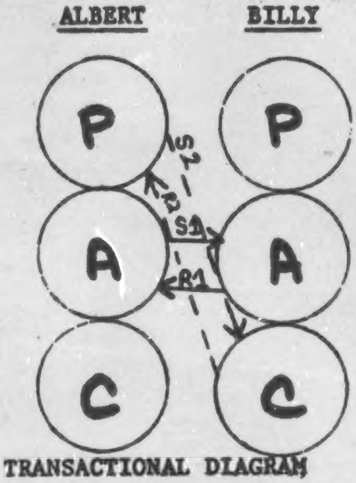


SYMBIOTIC DIAGRAM

Each individual is responding to a situation by ignoring the reality of what is happening and how the other person feels. By dealing exclusively from an internal frame of reference (what is going on in his own head), each is able to discount how the other person feels. Discounting occurs when Adult thinking is avoided and actual Child needs or feelings are ignored. Any person can stop discounting and refuse to play games by acknowledging his/her Child needs or feelings and choosing appropriate means to have them met.

TRANSACTIONAL DIAGRAM. Another method of game analysis is the transactional diagram.

The two persons are sending dual or ulterior messages. While their Adult ego states are discussing a rendezvous (social message), Albert's parent and Billy's Child are setting up a situation (by a covert or psychological message) which will lead to bad feelings. The game becomes apparent when ego states are switched and the psychological message becomes overt and bad feelings are experienced by both players. Albert is playing "Now I've got you, you SOB" (NIGYSOB) while Billy is playing "Kick Me." The transactional diagram illustrates that both partners must be willing to play a game in order for the game to continue.



TRANSACTIONAL DIAGRAM

S1: "Can I see you tonight?"
R1: "Yes, come over later."
S2: "I'll teach you a lesson."
R2: "Come and kick me."

GOULDING STEPS. Robert Goulding lists five steps necessary for a game to be played. When you believe there is a game being played, see if you can identify the following criteria:

- An ostensible stimulus, usually an Adult to Adult (social message).
- A psychological stimulus (secret message).
- A response to the secret message.
- A payoff of bad feelings.
- The game is played out of Adult awareness. (If the participant is aware of the psychological level of communication, he is maneuvering or manipulating the other, not playing a game.)

Karpman's Game Triangle

The Karpman Game Triangle illustrates still another way of understanding games. Persons who play games are discounting while assuming the role of Persecutor, Rescurer, or Victim. Any one player knows all the roles and may switch from role to role as the game progresses or as he goes from one game to another. Most people, however, have a favorite role and spend most of their time in that position. A game occurs when at least one of the players switches positions on the triangle, thereby providing a negative payoff for each player in the game.

The following is a list of common games divided into groups determined by the three Game Triangle positions. The first game in each column is the basic one for that position in the triangle.

	PERSECUTOR	RESCURER	VICTIM
PRIMARY GAME	NIGYSOB	I'm Only Trying to Help You	Kick Me
OTHER GAMES	Blemish Courtroom If It Weren't For You RAPO See What You Made Me Do Corner Schlemiel	What Would You Do Without Me Happy to Help They'll Be Glad They Knew Me	Why Does This Alway Happen to Me? Stupid Wooden Leg Harried Poor Me Cops & Robbers, Alcoholic Addict

Giving Up Games

Getting clients to give up their games is difficult. This is because games provide many strokes for some clients, and life-long patterns of stroking are not easily given up. Initial confrontations of games and/or rackets often frustrate the client, who may escalate the pattern by crying louder or by threatening to leave or to hurt himself. The counselof/helper encourages the client to learn new and more satisfying ways of acquiring the strokes he needs and wants while using one or more of the following methods. In general, the task of the helper is to help the client become aware of and express in a useful way the Natural Child need or feeling which he/she has been discounting.

NAME AND DESCRIBE THE GAME. One way to help clients give up game playing is to provide the client with Adult information concerning the game(s) the client is playing, how it fits into his/her script, and how the moves of the game progress to a bad feeling payoff. The counselor/helper does this by allowing a game to be played out or described, asking the player how he/she feels after receiving the payoff, and diagramming the moves. With this information the client, especially if he/she is playing a first degree game, can learn to avoid the payoff, and can change how he/she relates to others.

POINT OUT REPETITIVE RACKET FEELINGS AND CLIENT'S RESPONSIBILITY FOR HIS/HER FEELINGS. Another way to treat game players is to work directly with the client's racket feelings, pointing out their repetitive occurrence and the client's responsibility for feeling the way he/she does. Finally, find out what the suppressed Natural Child feeling is and help that be expressed. When the client gives up the racket feeling he/she will likely give up the game moves that accompany it.

CONFRONT THE OPENING DISCOUNT. A third way to effectively stop game playing and rackets is to catch the opening discount, confront it, and encourage the client to think about what he is discounting. As the client becomes aware of what is really going on within himself he may choose to stop discounting and give up the ensuing game or racket.

LIFE SCRIPTS

Definition

A life script is a personal life plan decided upon at an early age in reaction to interpretations of external events.

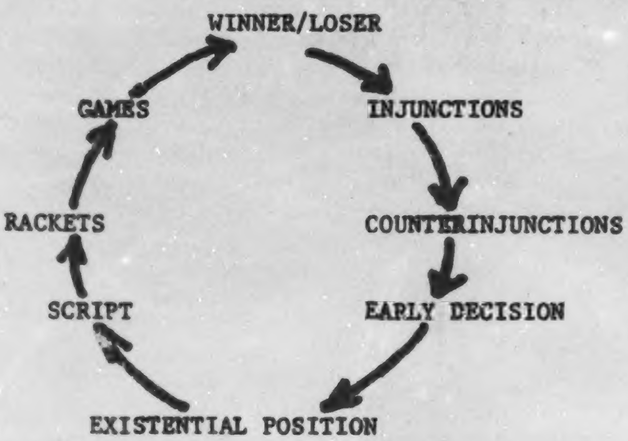
By the time a person reaches puberty, and probably before, the persons Child has worked out in rough form a plan for their whole life. This plan is almost like the script for a dramatic play. Perhaps you are acquainted with someone who appeared to be living out their life as if they were the central character in a play; a person to whom "things" were always happening of an unpleasant nature — someone whose life is a soap opera.

Eric Berne used the medium of fairy tales to analyze life scripts. You are invited to read his interpretations in his book, What Do You Say, After You've Said Hello? The use of fairy tales gets across the point that these life game plans are decided upon at a fairly young age. They are in response to the person needing an approach to get their social needs satisfied, and to make sense of a world inhabited by giants, witches, trolls, and other dangers. While deciding on a life script at an early age is protective to the child, it is also unfortunate. Unfortunate because the child has so little Adult information to work with in making this decision. The child has not fully developed his/her computer network (logical thinking) at this stage. The child is also living under tremendous influence from parents. The combination of these influences and lack of fully developed logical thinking make for faulty decisions. Yet this early decision will influence the course of their lives. This decision will control their lives, unless some redecisions are made at a later date. Redecisions allow the Adult to update the computer tapes with accurate information, and allow the new decision to be made with full logic.

Life Script Matrix/Elements of a Life Script

To fully understand how a life script operates it will be necessary to draw in a number of elements that we have previously discussed, along with some new ones. Hopefully, once these are logically arranged, you will be able to see how this complex human phenomenon operates in each of us.

Let's start with a diagram of the major elements and then move on to a step by step explanation of each and how it interacts with the others.



INJUNCTIONS. These are very potent messages given unconsciously, and usually nonverbally, by the parent to the child. Most parents don't intentionally try to program their kids to be "frogs" or "losers". Berne surmised that parents weren't aware of what they were communicating because the results were so negative. Injunctions—this powerful, unspoken message—tell the child how to achieve recognition and get strokes. There are five major types of injunctions:

"Don't Be". Here a person may suffer a life of negative strokes or get no strokes at all from their parents and siblings. The child may soon get the message that things would be better in the family if they did not exist. Generally this is communicated unconsciously by the parents playing a game of "If it weren't for you...." with the child; e.g., "If it weren't for you, I wouldn't have had to get married." A person buying into this early injunction decides how to live it out, often to a tragic end. The decision can be almost anything, but runs along the lines of: "If things get too bad, I'll kill myself."

"Don't Be Important". Persons who have bought into this injunction are so quiet that they appear almost to apologize for taking up space or for breathing their share of the air in the room. Frequently this is communicated by the message, "Children are to be seen and not heard." As a result, on their thirty-ninth birthday the person realizes that they are a 39 year old child, hiding in the background, and not getting ahead or getting what they need to survive in life.

"Don't Be Close". This injunction is found in people who experience a great deal of discomfort in either physical closeness or deep relationships of any kind. These people spend a great deal of energy avoiding people. We frequently experience these people as cold and aloof or withdrawn. They are really afraid of people, although they may try to hide it in a number of ways.

"Don't Make It". The most obvious example is the demanding perfectionistic parent who most assuredly sends clear "don't make it" messages, since nobody can be perfect. Some religions tend to go along the same lines, setting up impossible standards with built-in failure mechanisms. People who buy into this injunction never feels satisfaction with their performances. They establish unreal, unattainable standards in their own heads, then hassle with themselves because they don't attain them. They usually feel guilty a great deal of the time.

"Don't Feel". This message is frequently sent by brutalizing parents who attempt to "protect" their infant be emotional insulation against the rigors of dealing with people on an intimate basis; something the parents themselves can't do. The people who buy into this injunction find themselves cut off from their gut and unable to deal successfully with people; thus proving that "Mom and Dad were right." This is the "hollow" man or woman who responds to every situation like a computer because they have no Child ego state to draw upon. Frequently these people report feeling like they are dead from the neck down.

COUNTERINJUNCTIONS. Counterinjunctions are what mom and dad often verbalize to kids as what they should do. Counterinjunctions are perceived by others as being socially acceptable. Counterinjunctions are not always in opposition to injunctions, as the name implies. In fact, counterinjunctions may serve to reinforce injunctions. Counterinjunctions are the things parental figures want for us to have or do--how mom and dad want the world to see their offering. These may include messages such as, "grow up", "behave yourself", "make money", "present a good appearance", "get an education", "be seen with the right people", "be the best", and so forth.

Sometimes these counterinjunctions are in opposition to the injunction. If this is true, the person is placed in conflict. For example, the person will suddenly shift from a mode of self-destructive behavior to a mode that includes permission to take care of themselves. For example, a person in this type of conflict may stop using amphetamines and PCP for awhile, then shift back to the original injunction such as "Don't Be" and resume their drug abuse. Until the counselor helps the client bring the original script injunction into awareness, the person may be trapped in this conflict. This person may not have made an Adult decision about what he/she wants to do with his/her life, but may still be operating on the basis of early decisions made with insufficient data and logic.

Counterinjunctions can either assist the original script behavior or work in opposition to it. It is helpful for you to know about this so that when clients make rapid changes (after one or two sessions), and then revert to previous behavior, you will know "where they're at."

EARLY DECISIONS. In order to "get along" with parental figures or siblings, the young child will make a decision as to how to behave so as to maximize their stroke payoff and minimize retribution. As we have noted earlier, these early decisions are made with only a child's perspective of the world, and without sufficient Adult data. Once decided, a person becomes unaware of an option to life differently from the script. All autonomy over his/her life is surrendered. A safe course has been determined, and once having been determined, it is steadfastly maintained, even though the original threat is gone as the child matures and leaves home. People cling to early decisions unknowingly. And these decisions influence their lives greatly, and sometimes tragically.

EXISTENTIAL POSITION. Once the early decision has been made and is fixed as a life plan, the little person chooses his/her existential position. This person chooses whether he/she and others are OK or not. Again, this decision is based on limited data, but is rigidly adhered to, nonetheless.

LIFE SCRIPT. NOw, the little person has his/her injunctions to deal with, a plan to see him/her through, and a limited understanding of where the person fits into the world (how valuable he/she and others are as human beings). Equipped with this data, the person begins to write out the master plan for his/her life. This plan includes how he/she will acquire from others and the environment what he/she needs, how he/she will live, and ultimately, how he/she will die. Perhaps there will be a magical princess who will change the person into a handsome prince with a single kiss, or another form of rescurer who will salvage the person at the last moment. All this is written, unconsciously for the most part, and then the person goes about living it out. There are both tragic and successful scripts. Everyone has a script. We have the option of becoming aware of our script, or objectively and rationally reviewing it, and then rewriting those parts we don't like. Sometimes we need help with this process.

RACKETS. As we noted earlier, rackets are the means of manipulating people in order to get strokes from them--strokes that have negative feelings attached. A person generally has one or two favorite racket feelings which they use in order to continue or perpetuate their existential position--their feelings about themselves and others. Thus, the person interacts with others in such a way as to secure these negative feelings. These negative feelings really make the person comfortable because it reaffirms who and what he/she believe he/she is as people. This concept is hard for people to grasp at first, because we tend to think it is strange that anyone would set themselves or others up to feel depressed, angry, hurt, sad, or other negative emotions. Actually, it's not the negative racket feelings that are important to the person but rather the reaffirmation of people and self that serves to make the world a predictable, and thereby safe place to live. Living in a predictable but hostile world may be preferable to living in an unpredictable world for some people.

GAMES. When the negatively scripted person can't get their negative payoff using complementary racket transactions, he/she uses ulterior transactions. Thus, he/she resorts to games to provide the negative feelings or payoff. Games serve to further perpetuate the script and to reaffirm the person's place in life. You may have noticed in your clients that they return again and again to the same form of interpersonal behaviors, even when they have been "burned" because of that behavior in the past. This behavior is gamey behavior--behavior that serves to prove to the individual who they are and what others are all about. Therefore, there is again a positive payoff to often negative behavior.

WINNERS AND LOSERS. Winners and losers are the ultimate outcome in a person's life, based in great measure upon their life script. It completes the life circle. Adults can examine their lives and make redecisions. Through redecisions, they can make what is now a "loser" lifestyle into a "winner" lifestyle. We will examine these concepts in our next section.

Other Readings

I'm aware that these concepts are complex and, at first difficult to understand. Human beings are very complex in their behavior. If you feel still confused and perplexed after rereading this, I would recommend to you one of the following:

Born to Win by James and Jorgeward

Transactional Analysis is Brief by Woollams, Brown, and Huige

Both of these books may be found in our library.

WINNERS, LOSERS, AND REDECISIONS

In this section we'll discuss the TA concepts of "winner" and "loser". Then we'll discuss the method by which people change their life script—redecision. Redecision helps us change our lives from "loser" orientations to "winner" orientations.

Winners

When a person refers to a "winner" in TA terminology, he/she is not refering to someone who makes someone else lose. A winner is basically a person who responds authentically by being credible, trustworthy, responsive, and genuine—both as an individual and as a member of society. Few people are one hunderd percent winners or one hundred percent loosers. It's a matter of degree. However, once a person is on the road to being a winner, his/her chances are greater for becoming even more so. James and Jongward in their book, Born to Win, describe a winner as follows:

> "Winners have different potentials. Achievement is not the most important thing. Authenticity is. The authentic person experiences self-reality by knowing, being, and becoming a credible, responsive person. Authentic people actualize their own unprecedented uniqueness and appreciate the uniqueness of others.
>
> "Authentic persons -- winners -- do not dedicate their lives to a concept of what they imagine they should be; rather, they are themselves and as such do not use their energy putting on a performance, maintaining pretence, and manipulating others. Winners can reveal themselves instead of projecting images that please, provoke, or entice others. They are aware that there is a difference between being loving and acting loving, between being stupid and acting stupid; between being knowledgeable and acting knowledgeable. Winners do not need to hide behind a mask. They throw off unrealistic self-images of inferiority or superiority. Autonomy does not frighten winners.

"All people have moments of autonomy, if only fleeting. However, winners are able to sustain their autonomy over ever-increasing periods of time. Winners may lose ground occasionally and may even fail. Yet, in spite of setbacks winners maintain a basic self-confidence.

"Winners are not afraid to do their own thinking and to use their own knowledge. They can separate facts from opinion and don't pretend to have all the answers. They listen to others, evaluate what they say, but come to their own conclusions. Although winners can admire and respect other people, they are not totally defined, demolished, bound, or awed by them.

"Winners do not play "helpless", nor do they play the blaming game. Instead, they assume responsibility for their own lives. They do not give others a false authority over them. Winners are their own bosses and know it.

"To winners, time is precious. Winners don't kill time, but live it here and now. Living in the now does not mean that winners foolishly ignore their own past history or fail to prepare for the future. Rather, winners know their past, are aware and alive in the present, and look forward to the future.

"Winners learn to know their feelings and limitations and to be unafraid of them. Winners are not stopped by their own contradictions and ambivalences. Being authentic, they know when they are angry and can listen when others are angry with them. Winners can give and receive affection. Winners are able to love and be loved.

"Winners can be spontaneous. They do not have to respond in predetermined, rigid ways, but can change their plans when the situation calls for it. Winners have a zest for life, enjoying work, play, food, other people, sex, and the world of nature. Without guilt they enjoy their own accomplishments. Without envy they enjoy the accomplishments of others.

"Although winners can freely enjoy themselves, they can also postpone enjoyment, can discipline themselves in the present to enhance their enjoyment in the future. Winners are not afraid to go after what they want, but they do so in appropriate ways. Winners do get their security by controlling others, They do not set themselves up to lose.

"A winner cares about the world and its people. A winner is not isolated from the general problems of society, but is concerned, compassionate, and committed to improving the quality of life. Even in the face of national and international adversity, a winner's self-image is not one of a powerless individual. A winner works to make the world a better place."

Losers

A loser is one who fails to respond authentically. James and Jongeward describe a loser as follows:

> "Although people are born to win, they are also born helpless and totally dependent on their environment. Winners successfully make the transition from total helplessness to independence, and then to interdependence. Losers do not. Somewhere along the way they begin to avoid becoming responsible for their own lives.
>
> "A lack of response to dependency needs, poor nutrition, brutality, unhappy relationships, disease, continuing disappointments, inadequate physical care, and traumatic events are among the many experiences that contribute to making people losers. Such experiences interrupt, deter, or prevent the normal progress toward autonomy and self-actualization. To cope with negative experiences, children learn to manipulate themselves and others. These manipulative techniques are hard to give up later in life and often become set patterns. Winners work to shed them. Losers hang on to them.
>
> "Some losers speak of themselves as successful but anxious, successful but trapped, or successful but unhappy. Others speak of themselves as totally beaten, without purpose, unable to move, half dead, or bored to death. Losers may not recognize that, for the most part, they have been building their own cages, digging their own graves, and boring themselves.
>
> "A loser seldom lives in the present, but instead destroys the present by focusing on past memories or future expectations. The lost who lives in the past dwells on the good old days or on past personal misfortunes. Nostalgically, the loser either clings to the way things "used to be" or bemoans his or her bad luck. The loser is self-pitying and shifts the responsibility for an unsatisfactory life onto others. Blaming others and excusing oneself are often part of the loser's games. A loser who lives in the past may lament, "If only ___________." You are welcome to fill in the blank.
>
> "People who live in the future may dream of some miracle after which they can "live happily ever after." Rather than pursuing their own lives, losers wait—wait for the magical rescue. How wonderful life will be "When ______." This is sometimes known in TA language as Waiting for Santa Claus or waiting for the undertaker.

"Another type of loser lives continually under the dread of future castastrophe. They conjure up expectations of What if ______." Again, you are invited to fill in the blank.

"Unable to bring the full potential of their senses into the immediate situation, losers' perceptions are incorrect or incomplete. They see themselves and others through a prismlike distortion. Their ability to deal effectively with the real world is hampered. Their anxiety tunes out current reality. Consequently these people are unable to see for themselves, hear for themselves, feel for themselves, or taste, touch, or think for themselves.

"Losers spend much of their time play acting, pretending, manipulating, and perpetuating old roles from childhood. Losers invest their energy in maintaining masks, often projecting a phony front. Losers repress their capacities to express spontaneously and appropriately the full range of possible behavior. They may be unaware of other options for a more productive, self-fulfilling life path. Losers are afraid to try new things and instead maintain their own status quo. Losers are repeaters, repeating not only their own mistakes, but often those of their families and culture as well.

"A loser has difficulty giving and receiving affection and does not enter into intimate, honest, direct realtionships with others. Instead, a loser tries to manipulate them into living up to his or her expectations. Losers' energies are often channeled into living up to expectations of others.

"People who are losers are not using their intellect appropriately, but instead are misusing it to rationalize and intellectualize. When rationalizing, losers give excuses to make their actions seem plausible. When intellectualizing, they try to show others with verbiage. Consequently, much of their potential remains dormant, unrealized, and unrecognized. Like the frog-prince in the fairy tale, losers are spellbound and live their lives being something they aren't meant to be."

Redecision

Redecision is the key to becoming a "winner." By bringing the life script and all its elements into the awareness of a person, that person is able to redecide with his/her Adult, decisions made years previously.

REDECISIONS BREAKS THE SCRIPT. The primary focus of TA therapy and counseling measures is on breaking the spell that was either cast or decided upon early in the person's childhood. If a person decided upon becoming manipulative, then during the course of counseling, he/she can decide to become authentic. This is the redecision. The redecision is what breaks the spell or script and allows the person to begin discovering new alternatives.

PERMISSIONS. The final phase of the TA counseling process is the client and counselor working in harmony with one another to allow the client to grant themselves permission to change. Permission to move from a "Don't Be" injunction and replace that with a "Be" injunction. Other permissions might be, "permission to feel", "permission to think", "permission to be emotionally and physically close to others", and so forth, based upon the original injunction of the client.

FOCUS ON TAKING RESPONSIBILITY FOR SELF. The focus in counseling is in allowing the loser to become aware of those behaviors and beliefs which are utilized to keep the loser from taking full responsibility for themselves. As we have discussed previously, the concept of the script message, or mini-script, is a negation of the person. To the extent the mini-script keeps the person from awareness, then it is effective in negating the person.

CHANGING PERCEPTIONS. Counseling/helping involves changing the person's perceptions of themself and of others, It involves moving away from games, and from waiting to doing. TA belief in the individual's ability to change and to be the director of redecisions is crucial to the overall theory of counseling. Anything else leads to further dependency and abdiction of personal responsibility.

POSITIVE ADDICTION AND SELF ACTUALIZATION

In this section we will examine the further aspects of being a "winner": William Glasser's concept of Positive Addiction, and Abraham Maslow's concept of a hierarchy of needs, culminating with the concept of Self-actualization. These two concepts help us define the winner's position and provide guidance as to what it means to be a fully, ultimately functioning human being.

Positive Addiction

Positive addiction (PA) is a mental state, hypnotic in nature, derived from participation in noncompetitive activities valued by the individual that regenerates his/her inner strength. Although positive addiction seems to come from something you engage in alone, reaching the PA state (often described as trancelike, transcendental state of mind) is not exclusive to positive addiction. It sometimes occurs in fleeting moments when two people are in love. It has happened to others when speaking to a group, when playing music exactly together, and in many other ways for different people. Positive addiction, however it occurs, always makes one stronger.

INNER STRENGTH. Glasser's concept of positive addiction places emphasis on recognition (strokes). Life, to him, is a struggle for love and self worth. To find the happiness we all desire, we have to figure out three things: (1) what to do, (2) how to do it, and (3) where to get the strength to get it done. In the struggle for love and worth, what to do and how to do it are rarely difficult. If anything is possible, we usually have some idea of what could make us happy. Then coming up with some idea of how to do it is usually not hard either. Even when we seem hung up on what and how to do, this hang-up is rarely the real problem. The real problem is we don't have the strength to do what will make us happy. Often it is hard to admit to ourselves that we don't have the strength to do what will make us happy, and so we concentrate and complain that we don't know what or how to do it. What we lack is not the know-how, but the strength. The question for most of us is how to gain more strength. As we will see, the concept of inner strength will have been directly affected by positive addiction.

THE PSYCHOLOGICALLY WEAK. All of us suffer pain and hurt in our lives. But what happens when we don't have enough strength to deal with the pain? For those who don't have enough strength to resolve their problems, to do what is right to solve their problems, they choose three ways of dealing with their pain. They choose to (1) give up, (2) choose a symptom, or (3) choose a negative addiction. They choose these ways of dealing with their problems because they are out of what it takes—strength.

Giving Up. In desperate attempts to get rid of pain, people without sufficient strength are driven to a choice that most of us with adequate strength never seriously contemplate. These people choose to give up. This choice, they feel, is forced on them because nothing else will relieve the pain of their situation. Giving up is the first choice of the weak. People give up because they are at a miserable point in their lives, and happiness is not even on their minds. What is on their minds is the hope that through giving up they will get relief from the constant misery They ask, "Why keep struggling? I won't make it anyway. I can't be a success. No one loves me." They give up because it hurts more to keep trying when the efforts always seem to fail. Glasser used the following example to illustrate a situation in which a person might give up: "How can a child possibly gain the strength to succeed in school if he can't speak English or if his teacher is prejudiced against him or if he never gets breakfast and his stomach hurts so much that he can't concentrate? Is it his fault if he chooses to give up?" He simply lacks the strength to keep trying in these impossible situations. Positive addiction principles attempt to help people in these type of situations to find ways of gaining enough strength to cope and not give up.

Developing Symptoms. The second choice of the weak is developing symptoms. After giving up, people often develop symptoms such as depression, tantrums, conversion reactions or psychosomatic symptoms. Often the person, when asked what is wrong, believes it is that they are depressed, have tantrums, have conversion reactions, etc. But this is not the real problem. What is wrong is what the person gave up. The person unconsciously believes that the depression, conversion reactions, etc., is less painful than keeping on trying and failing. Glasser presents the following list of symptoms which people adopt when they feel they are in impossible situations. They choose these symptoms rather than continuing to try.

Positive Addiction

THE SECOND CHOICES OF THE WEAK

THE FOUR MAJOR SYMPTOM CATEGORIES	EXAMPLES OF COMMON SYMPTOMS
1. To act out	tantrums, delinquency, crime, sociopathic and psychopathic behavior
2. To become involved with your own emotions	depressed, fearful, phobic, tense, anxious, sad, dejected, bitchy, griping, haughty, snide, angry, hysterical, suspicious
3. To become crazy	psychotic, paranoid, hallucinating, delusional, conversion reaction
4. Psychosomatic	headaches, neckaches, backaches, sinus trouble, migraine, hypertension, heart disease, asthma, many allergies, duodenal ulcers, ileitis, colitis, chronic diarrhea, urinary urgency, arthritis"

NEGATIVE ADDICTION. The third choice of the weak is negative addiction. This choice successfully prevents the weak person from feeling the pain experienced because he/she is unable to find sufficient love and worth. Each choice-from the initial decision to give up trying to find love or worth, the second choice to take on one or more symptoms, and the final choice of becoming addicted—is a pain-reducing step. Addiction is powerful because it completely relieves the pain of failure and provides an intensely pleasurable experience, at least temporarily. Glaser has stated,

> "It may seem incongruous to say that an addict is weak, for no one seems more hard-working or persistent. Once addicted and driven by the pleasure of addiction, the addict is extremely strong. Perhaps our most self- sufficient citizens are heroin addicts hustling each day for their habit.

They are the ultimate in the work ethic, struggling by themselves against overwhelming odds to fulfill their need. But this strength is all tied to addiction; when it comes to finding love and worth they seem to have no strength at all. Evidently the pleasure of their habit is far stronger than any pleasure they can remember or imagine could come from love or worth. Just as those people who have love and worth find it intensely pleasurable and not only don't become (negative) addicts, they can't even imagine becoming addicts. It seems logical to conclude that if an addict put all the effort he/she puts into his/her addiction into finding love and worth he/she certainly would be successful, but very specifically that is what he/she can't do. He/she doesn't have that kind of strength. What he/she is short-term strength.

POSITIVE ADDICTION RESULTS. Unlike the negatively addicted person, the positively addicted person is not hiding from his/her feelings. The positive addiction increases the person's sense of worth and love. The positive addict enjoys his/her addiction but the addiction does not dominate his/her life. It may take only an hour a day. From the positive addiction the person gains mental strength which he/she uses to help him/herself accomplish whatever he/she is trying to do, or to solve whatever problem he/she is facing. The positively addicted person uses this extra strength to gain more love, more worth, more pleasure, more meaning and zest from life.

POSITIVELY ADDICTING ACTIVITIES. The two major categories of positively addicted people are the physical--led by runners, and the mental category--dominated by the mediators. These categories are not the only activities of positively addicted people. Other examples include those who crochet, needlepoint, garden, do creative writing, taking baths, playing musical instruments, listening to music, just to name a few. The positive addiction brings on a trancelike mental state in which the person is not aware of his/her surroundings--letting his/her mind spin free. This state of PA has been compared with a transcendental mental state. Maslow defines transcendence in the following way:

> "Transcendence in the sense of loss of self-consciousness, of self-awareness, and of self-observing of the adolescent depersonalization type. It is the same kind of self-forgetfulness which comes from getting absorbed, fascinated, concentrated. In this sense, meditation or concentration on something outside one's own psyche can produce self-consciousness, and in this particular sense of transcendence of the ego or of the conscious self."

Whatever the state of positive addiction is, it is almost always easier to reach the state if you decide to do whatever it is on your own. It is generally not a group activity. PA is not something you have to do all day long. It doesn't have to be painful or unpleasant.

STEPS/CRITERIA FOR POSITIVE ADDICTION. Glasser describes the six steps to becoming positively addicted. The steps are also criteria for judging whether an activity is a positive addiction.

Noncompetitive. A positive addiction must be something noncompetitive that you choose to do and you can devote approximately an hour a day.

Easy for You. It should be something that it is possible for you to do easily, and doesn't take a great deal of mental effort to do it well.

Cannot Depend on Others. You can do the PA alone, or rarely with others, but it does not depend upon others to do it.

Valued. You must believe that the PA has some value (physical, mental, or spiritual) for you.

Ability to Improve. You must believe that if you persist at the PA you will be able to improve. But this improvement is completely subjective—you need to be the only one who measures that improvement.

Non-self-critical Activity. The PA activity must have the quality that you can do it without criticizing yourself. If you can't accept yourself during this time the activity will not be addicting.

BENEFITS FROM POSITIVE ADDICTION. Positively addicted people report the following benefits from doing their PA activity.

Weight Control. People, especially ones who are positively addicted to physical activities, describe weight loss or an ability to control their weight when it was difficult to control before.

Rid Self of "Bad" Habits. PA people say they have been able to give up "bad" habits such as excessive drinking and smoking.

Mental Alertness. They describe an increased self-awareness, physical well-being, and mental alertness related to PA.

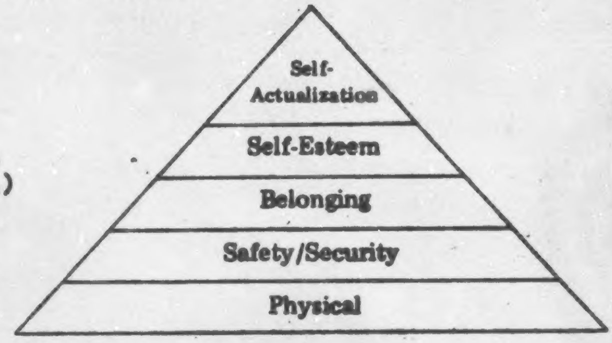
Sense of Confidence. Positively addicted people report a sense of confidence developed from their positive addiction which carries over into the rest of their lives.

Increased Strength. The above benefits combine to indicate that an increased inner strength is developed as a result of positive addictions.

Maslow's Hierarchy Needs

Abraham Maslow believed that needs which are experienced by a person at a particular time are the primary influence on that person's behavior. When a particular need emerges, that need determines the person's behavior by causing the person to be motivated, set priorities, and take action to meet that need. According to Maslow's hierarchy, all behavior is motivated by tension which is experienced when a need comes to the surface. The goal of behavior is to reduce this tension or discomfort. Behavior then serves to reduce the tension, and thereby satisfy the need. Therefore, only unsatisfied needs are the prime sources of a person's motivation. The way to understand people, according to Maslow's hierarchy, is to gain insight into what their unsatisfied needs are. By gaining this insight, you can predict, or at least understand, a person's behavior.

Maslow described a progression of needs from the most primitive or basic needs to the most civilized or mature needs. The needs are broken into five steps on an ascending staircase, ladder, or triangle (as pictured in the diagram.) Each person must have a firm-footing in each need category before moving on to the next higher need on the need staircase. In other words, one must have his/her safety needs met before moving on seeking satisfaction to needs of belongingness.



MASLOW'S HIERARCHY OF NEEDS

Inability to fulfill a lower-order need or difficulty in fulfilling a lower-order need may result in an individual's locking in on immature behavior patterns or may produce a tendency to return to immature behaviors under stress any time an individual feels a lower-order need not fulfilled to his/her satisfaction. The person may also revert to behaviors which fulfilled lower-order needs when the satisfaction of higher needs are temporarily blocked. This is not to say that any need is ever completely satisfied; rather, Maslow states that there must be at least partial fulfillment before an individual can become aware of the tensions caused by higher-order need and have the freedom to pursue the fulfillment of the higher-order need. Let's examine each step in the hierarchy of needs.

BASIC PHYSICAL NEEDS. The first step is that of basic physical needs. These needs are ones that are necessary for the physical survival of a person. Satisfying needs such as thirst, hunger, breath, and elimination requirements take primary importance when they are threatened. If these needs are not met, then the person dies and there is no progression to the higher needs. In a culture like ours, where basic needs are usually automatically met, there is little need tension concerning basic needs.

SAFETY/SECURITY NEEDS. The second level in the hierarchy consists of safety and security needs. When a person has fulfilled, at least partially, the basic physical needs, he/she then experiences tensions relating to needs for security, orderliness, protective rules, risk avoidance, and safety from outside predators. Most people develop an "in-group" of friends which provide interpersonal safety and security. This level has to do with the development of trust, and is usually developed beginning with the immediate family. Later this security or trust will expand to include others outside the family. When a person feels secure in his/her relationship with others, that person is ready to move on to the next step in the hierarchy of needs.

BELONGINGNESS NEEDS. The third step is the need for belonging and love. If prior needs are met, the person becomes less preoccuppied with self, and moves on to form close interpersonal realtionships. When the person is successful in meeting this need he/she will feel accepted and appreciated by others. This level of needs concerns family ties, friendships, and group membership. In this stage of need development strong affect-(feeling) laden relationships occur. Warmth, companionship, love, and affection can be powerful motivators.

SELF-ESTEEM NEEDS. As a cumulative effect of successfully meeting earlier needs, the person will begin to form a sense of "ego" or "self." In this stage, the individual develops a sense of identity, in which self-esteem arises. The person begins to know who and what he/she is, and what he/she values about him/herself. Life begins to take on meaning for the person. The person will probably seek to gain a special status within the group. His/her needs at this stage will be associated with ambition and a desire to excel. Ego-status needs motivate a person to seek out opportunities to display his/her competence in order to gain social and professional rewards. Because Ego-status needs fulfillment depends on the ability of others to respond appropriately to the person's efforts to perform in a superior way, they are the most difficult to fulfill satisfactorily.

SELF-ACTUALIZATION. The final construct (theoretical image) in Maslow's hierarchy is self-actualization. At this level of functioning, the individual is concerned with personal growth and may fulfill this need by challenging him/herself to become more creative, demanding greater achievement of him/herself. At this stage of development, people tend to measure themselves by thier own criteria of personal success. Self-actualization behaviors include risk-taking, seeking autonomy, and developing the freedom to act. At this level, the person finds that he/she has sufficient energy and strength to accomplish great deeds without becoming tired. The following distinguishing features characterize the self-actualized person: They are realistically oriented. They accept themselves, other people, and the natural world for what they are. They have a great deal of spontaneity. They are problem-centered rather than self-centered. They have an air of detachment and a need for privacy. They are autonomous and independent. Their appreciation of people and things is fresh rather than stereotyped. Most of them have had profound mystical or spiritual experiences although not necessarily religious in character. They identify with mankind. Their intimate relationships with a few specially loved people tend to be profound and deeply emotional rather then superficial. Their values and attitudes are democratic. They do not confuse means with ends. Their sense of humor is philosophical rather than hostile. They have a great fund of creativeness. They resist conformity to the culture. The self-actualized person is simply one who has self-actualized his/her personality to the best of his/her ability.

Peak Experiences. Operating at this level of functioning, is sometimes referred to as the phenomenon of "peak experiences". A peak experience, according to Maslow, is a phenomenon in which a person feels that he/she is completely and totally aware of their environment and the person's whole sense of seeing, hearing, and tasting is changed to work at peak level. The person feels a sense of transcendence—a sense of self-forgetfulness. Peak experiences are intuitive and sensual in nature. Because these experiences are so gratifying, once a person has experienced one, he/she seeks to have another pekk experience. To have a peak experience, one usually has to be functioning at the self actualization level.

Similarity Between Reality Therapy, Maslow's Hierarchy of Needs, and TA

Personality theories look at people from different perspectives. But personality theories all look at the same object—Human Beings and their behavior. It is interesting that many of the humanistic schools of psychology have arrived at similar conclusions, even while viewing people from different perspectives. Although these theories may call their concepts (constructs) by different names, and although the names have slightly different meanings, these theoretical concepts about the behavior of people are similar.

For example, the "Rational Person", the "self-actualized person," and a "Winner" are very similar in nature. The descriptions of the unhealthy and healthy personality are quite similar in the three theories we've discussed—TA, Reality Therapy and Positive Addiction, and Maslow's Hierarchy of Needs. There are also similarities in how the healthy person views his/her responsibility to self and others. The phenomenon of transcendence is described by both Glasser and Maslow, and TA has a rough equivalent—intimacy.

Although these theories are similar, there are differences. Because these theories view humans from different perspectives, they describe different things, focus attention on different aspects, and use different labels to describe human behavior. Each theory may describe one aspect of human behavior better than the other theories. And each theory has its limitations, outside which it doesn't predict behavior well. For these reasons, it is best to study several personality theories and counseling/helping methodologies. By knowing several theories, the similarities and differences, and the strong and weak points of each, you can select the most appropriate action/description to fit the situation. By knowing this, you'll be able to use a theory that works in the situation you find yourself.

To help you compare the three personality theories addressed in this unit, we've prepared a comparison chart which you'll find in Attachment 2. As you read the study guide, read the books by the original authors, and compare them, we invite your comments to help us make the study guide comparison more complete.

The study of people and their behavior is very complex. One theory, by itself, is inadequate to describe and predict all human behavior. We encourage you to continue reading personality theories and their applications in counseling/helping techniques. By doing this you'll be able to see people in a three-dimensional way, from more than one perspective.

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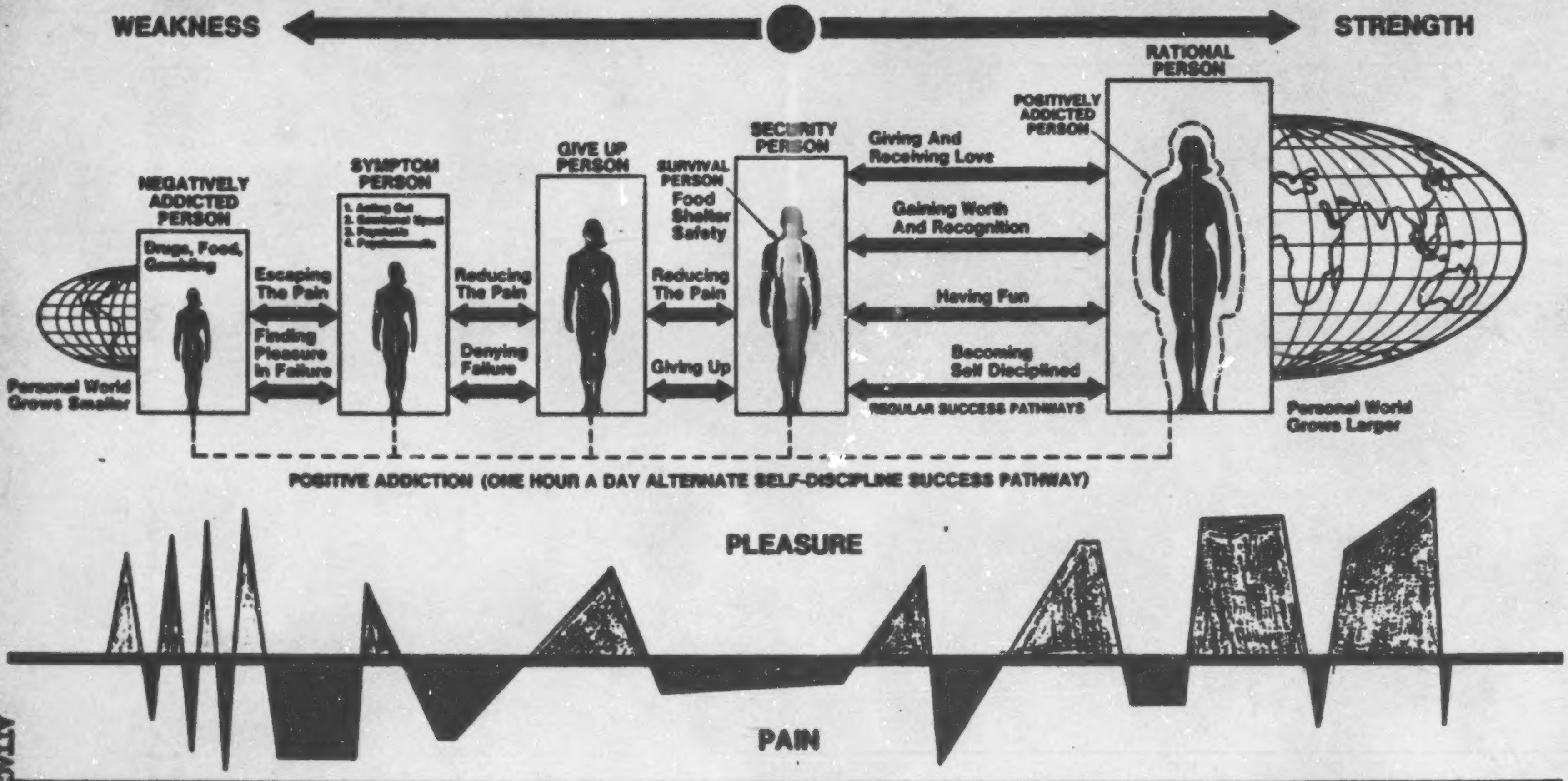
THE BASIC CONCEPTS OF REALITY THERAPY

FAILURE IDENTITY
LONELY - Emotionally Motivated
Little Or Nothing To Look Forward To

SUCCESS IDENTITY
INVOLVED - Rationally Motivated
Something To Look Forward To



WEAKNESS

STRENGTH

NEGATIVELY ADDICTED PERSON
Drugs, Food, Gambling

Escaping The Pain

Finding Pleasure In Failure

Personal World Grows Smaller

SYMPTOM PERSON
1. Acting Out
2. Emotional Upset
3. Psychotic
4. Psychosomatic

Reducing The Pain

Denying Failure

GIVE UP PERSON

Reducing The Pain

Giving Up

SURVIVAL PERSON
Food
Shelter
Safety

SECURITY PERSON

Giving And Receiving Love

Gaining Worth And Recognition

Having Fun

Becoming Self Disciplined

REGULAR SUCCESS PATHWAYS

POSITIVELY ADDICTED PERSON

RATIONAL PERSON

Personal World Grows Larger

POSITIVE ADDICTION (ONE HOUR A DAY ALTERNATE SELF-DISCIPLINE SUCCESS PATHWAY)

PLEASURE

PAIN

ATTACHMENT 1

8 STEPS OF REALITY THERAPY

1) Make Friends 2) Ask: What Are You Doing Now? 3) Ask: Is It Helping? 4) Make A Plan To Do Better 5) Get A Commitment 6) Don't Accept Excuses 7) Don't Punish But Don't Interfere With Reasonable Consequences 8) Never Give Up

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COMPARISON OF THREE HUMANISTIC PERSONALITY THEORIES

PERSONALITY THEORY

DIMENSION			
AUTHOR	Glasser	Maslow	Berne, James and Jongeward
THEORY	Reality Therapy & Positive Addiction	Hierarchy of Needs	Transactional Analysis
CONCEPTS	Success versus Failure Identity & Positive Addiction	Self-Actualization Peak Experiences	Winner versus Loser Intimacy
SCHOOL OF PSYCHOLOGY	Humanistic Cognitive	Humanistic Need satisfaction, Organismic	Humanistic Dynamic, social/interpersonal
SOURCE OF HUMAN MOTIVATION	Pain and Pleasure motivate. "Strength" from successes and positively addicting activities. Worth and recognition motivate positive action.	Needs motivate. Tension-reduction, including self-actualization when other needs are met.	"Strokes" motivate people. This form of interpersonal reinforcement is needed for existence. Will seek negative ones if positive ones are not available, or seek negative ones to reinforce life position.
OTHER STRONG INFLUENCES ON BEHAVIOR	Environment and person's reaction to environment.	Once a person achieves self-actualization, he/she is motivated by metamotivations (growth motivations) which are based on existential (being) values.	Life script formed as result of early interactions with family figures.
DECISIONS AND FREE WILL	"Failure Man" feels he/she is determined, while "Success Man" makes decisions autonomiously.	Lower needs, if not satisfied determine behavior, while the self-actualized person is autonomous.	"Not -OK" people are determined by their life script. Redecision can free one from his/her script. Winners are autonomous.

ATCH 2

AUTHOR	Glasser	Maslow	Berne, James and Jongward
UNHEALTHY PERSONALITY	Failure Identity, Weakness Negatively addicted, Symptom or Give-up type person.	Needy person, Focuses attention on meeting lower needs; not self-actualized.	Loser--Gamey, unauthentic, ulterior, positive stroke-hungry, destructive.
HEALTHY PERSONALITY	Success identity, "Rational" person, Positively Addicted person, who has much inner "strength".	Self-actualized person.	Winner--authentic, autonomous, genuine, and self-actualized. High levels of intimacy.
SELF-RESPONSIBILITY	"Failure Man" blames others for condition, while "Success Man" is responsible and self-disciplined.	Self-Actualized person is responsible for self.	Loser blames others for his/her condition, while Winner accepts responsibility for his/her actions.
RESPONSIBILITY TO SOCIETY & MANKIND	Personal world grows larger as person grows in strength and success, and becomes a positively addicted and rational person.	Self-actualized person identifies with Mankind, while the needy person focuses on the self and meeting lower needs.	Winners care about the world and people, and are responsive to them.
TRANSCENDENCE "NATURAL HIGH"	Positively Addicting Activity Physical or psychological activity	Peak Experience Vocational or primarily psychological activity	Intimacy Interpersonal realtionship
	Hypnotic/trance-like state	Produces heightened awareness	Sense of well-being.
	Self-rewarding activity of worth and intrensic value.	Self-rewarding activity.	Self-rewarding relationship,

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PART II - TEACHING GUIDE

INTRODUCTION (5 Minutes)

ATTENTION

Prejudice is always accompanied by a rigidity of attitude, an unwillingness to see all sides of a question, or to face facts that are not to one's liking. The prejudiced child, sooner or later, develops a mental rigidity that does not limit itself to his/her beliefs about the people against whom he/she is prejudiced. It spreads to all areas of his/her thinking and proves to be a barrier to everything he/she does.

MOTIVATION

1. All of us in Social Actions have a responsibility to understand the phenomenon of prejudice as it relates to our interaction with those we come into contact. Knowledge of our own prejudices and how they may contaminate our efforts in Social Actions is an essential element to our being considered productive or nonproductive.

2. Sexual, racial, and religious prejudice have been with our Nation since its inception. Only through a thorough understanding of this phenomenon can we effectively deal with our own and other prejudices in these areas.

OVERVIEW

1. Cover the criterion objectives with the class.

2. Develop the chronology of the Lesson Plan

TRANSITION

Let's begin by defining "prejudice" and looking at three forms of it.

BODY (3 Hours 45 Minutes)

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PRESENTATION:

Objective: Identify the forms of prejudice and discrimination and way of coping with each.

1. Define prejudice: Prejudgement of something or someone, based on emotional conditioning without a rational bais in fact, developed over the years.

2. Discuss ethnic, religious, and sexual prejudice.

   a. Ethnic prejudice results in the preference of one ethnic group's life style to the detriment of another.

      "Ethnic" - An identity based on cultural background as to life style, religion, family, language, etc. Examples of ethnic groups include Jews, Poles, Italians, Blacks, Chicanos, English, Irish, and Indians. Some of the groups mentioned have an ethnic identity as well as a racial identity.

   b. Religious prejudice is the attitude that a particular religion is inherently superior or inferior to another. This form of prejudice imposes one personal view or attitude on another individual's religion or practice of that religion.

   c. Sexual prejudice occurs when a person feels a superiority over another, based on sex alone.

PRESENTATION:

Objective: Identify five defense mechanisms which prepetuate prejudice.

1. Emphasize that perception is the cornerstone of all these defense mechanisms. Effective perception is the art of being sensitive and aware. Faulty perceptions occur when our previously determined attitudes are allowed to color perceptions.

2. Explain rationalization. This refers to the giving of reasons for one's behavior which are not true reasons. Theze are basically faulty defensive maneuvers to keep a good self-concept.

3. Explain stereotyping. This is a form of generalization; a preconceived notion (mental categorization) as to how people of a given group appear should appear to others or behave. Stereotyping, like rationalization, stems from insufficient knowledge, experience, or reality-testing.

4. Discuss aggression: Unresolved feelings of frustration (anger, hostility) often are acted out in an agressive attempt to relieve emotional tension.

5. Discuss displacement. This is the act of releasing frustration on something other than "self", or the real source of frustration.

6. Discuss projection. This is the assignment of our own thoughts, opinions, feelings, etc., to another. Involved is a denial, or owning of feelings, etc.

PRESENTATION

Objective: Define discrimination and identify its five levels.

Explain that negative attitudes tend to manifest themselves as actions.

Define discrimination: The outward manifestation of prejudice; prejudice actively carried out against a person or a group.

Explain that social prejudice is usually acted out by individuals in the following levels of discriminations:

1. Anti-locution: the mildest form of acting out prejudice. Most people who have social prejudices talk about them. They may express their antagonism freely with likminded friends or, occasionally, with strangers. But, many people never go beyond this mild degree of anti-pathetic action.

2. Avoidance: If the social prejudice is more intense, it may lead the individual to avoid members of the disliked group, even at the cost of considerable inconvenience (covert discrimination). An example would be moving out of a neighborhood.

3. Segregation: Institutionalized form of discrimination, enforced legally or by common custom'.

4. Physical attack: Under conditions of heightened emotion, prejudice can lead to acts of violence or semi-violence.

5. Extermination: Lynchings, massacres, and the Hitlerian program of genocide work the ultimate degree of violent expression of prejudice. Thses actions are a natural outgrowth of milder states of mind.

PRESENTATION

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Objective: Identify four major approaches people have used in attempting to cope with discrimination.

1. Discuss withdrawal (defeatist attitude).

   "You can't fight city hall"

   Insecurity: never know how one will be treated.

2. Discuss group self hatred.

   Become like the majority group.

   Aggression against one's own group.

   Straighten hair; lighten skin (agression turned inward).

3. Discuss riots and violence (militancy).

   Relieve frustration and anger.

   Provide catharsis.

   Violence "feels good", regardless of the outcome.

4. Discuss reform and revolutionary and separatist movements. Secure acceptance and gain power from within.

   Examples: National Association for the Advancement of Colored People (NAACP), Congress of Racial Equality (CORE) community councils, etc.

   Revolutionary: Overthrow, removal of current system: e.g., Sibonese Liberation Army (SLA), Students for a Democratic Society (SDS), Revolutionary Action Movement (RAM), etc.

   Separatists: Total selfsufficient identity; e.g., Black Muslims, White People's Party, etc.

PRESENTATION

Objective: Identify four methods of reducing, neutralizing or eliminating prejudice and/ or discrimination.

1. Discuss the effects of legislation and effects of enforcement. All legislation must be enforced if it is to be effective.

   Civil rights laws - Equal rights amendments.

2. Discuss education.

   Formal education

   Personal awareness through reality-testing.

3. Discuss individual and group achievement.

   Individual and group achievement are perhaps the most important elements in combating prejudice.

   Such achievements compel persons with prejudiced attitudes to judge more objectively, rather than prejudge subjectively.

   Individual and group achievement both command and demand respect, although such respect may be affored reluctantly and grudgingly by those with prejudiced attitudes.

   Many specific examples in support of assertions made above may be sited. It is difficult, for example to continue to prejudge all Chinese as stupid if the Chinese collectively, have achieved a viable technological society - including the construction of sophisticated weapons. It is difficult to continue to prejudge blacks as "lazy" when individual blacks, daily, are excelling in every career specialty of society.

4. Those who are prejudiced against performing certain jobs, moreover, find it difficult to maintain their prejudice when women are achieveing and succeeding in all areas of life. Indeed, the list of examples which may be cited as virtually inexhaustible.

APPLICATION

1. Show CTT videotape, "A Question of Color", Part I.
2. Direct students to small groups, where facilititators will process the first hour's tape.
3. Direct students to view Part II of the videotape, "A Question of Color" during the next hour of CTT.
4. Process the videotape. Insure that you thoroughly debrief the day's activities before closing the final hour.

EVALUATION

1. What are three defense mechanisms which perpetuate prejudice?
2. What is the difference between prejudice and discrimination?
3. What are two approaches people use to cope with discrimination against them?

SUMMARY

1. Review the main points of the lesson.

   Definition of "prejudice" and three of its specific forms.

   The defense mechanisms which perpeturat prejudice.

   Definition of "discrimination" and the five levels of discrimination.

   Four approaches that people take to cope with discrimination.

   Four methods of reducing neutralizing or elimination prejudice and/or discrimination.

REMOTIVATION/CLOSURE

An understanding of prejudice, as it affects us and others, is vital to our seccess in Social Actions. Before we can be productive toward developing tolerance and acceptance in others, we must first work to develop these qualities in ourselves.

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PART II - TEACHING GUIDE

INTRODUCTION (5 Min)

ATTENTION

Social upheaval in America has raised the awareness of the existence of an uphappy black community to the forefront of attention. Goals of integration or assimilation and separation or independence have met with the same reaction of anger and resistance. The black community is somewhere in between. Whatever the goal, the history of Black Americans in the United States is one of struggle for their rights under the constitution.

MOTIVATION

1. As Social Actions officers and technicians, if you are to deal successfully with problems of the Air Force, you must possess a broad understanding of the problems of America.

2. America can neither be defined nor understood apart from an understanding of Black America.

3. In essence, you are called upon to act as "Doctors" for the United States Air Force and our entire social order which "labor" under the reality of racism and the consequences of it.

OVERVIEW

1. Read the lesson objectives to the class.

2. Develop the lesson chronology.

BODY (5 Hrs 45 Min)

PRESENTATION

6a. CRITERION OBJECTIVE: Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for Blacks in the United States of America today and make cross-cultural communications difficult.

1. Explain sources of Afro-American culture as reflected in the black experience.

a. Culture is the product or sum total of people's experiences.

(1) Black experience is not adequately related in sociological studies. For blacks, history has often been "his-story", or a white version of history.

(2) Black experience generally is interpreted by black scholars in a tragic context; an interpretation which reflects realism upon review of the entire spectrum of black history.

(3) Among all ethnic groups in America, blacks are uniquely identified, not only based upon color, but upon their unique history of struggle for dignity in America.

b. Africa as a source of Afro-American culture.

(1) West Africa is considered the historical "homeland" of many American blacks.

(2) Because barbaric images of Africa reflected in history books and the American communications media, e.g., the Tarzan myth, blacks have not always accepted or identified with Africa.

(3) The cradle of civilization was once considered Africa where many advanced and complex cultures existed there before, and even during, the era of the slave trade beginning around 1460.

(a) The fundamental unit, politically as in other ways, was the family. A kinship group numbering in the hundreds, but called a family because it was made up of the living descendants of a common ancestor.

(b) The dominant figure in this extended family community was the patriarch, who exercised a variety of functions; acting as peacemaker, judge, administrator, and keeper of the purse.

(c) The basic economy was agricultural with most of the people working in the fields that surrounded their villages. Dwellers along the shores of the great rivers turned to fishing and boat-making. In the grasslands, the economy was primarily pastoral, the chief livestock being goats, sheep and cattle.

(d) The skilled-labor class embraced pottery makers, weavers, wood carvers, and iron workers, who were often organized into craft guilds.

(e) Religion--full and varied outlets consisting of a supreme deity and a host of lesser ones, the latter being identified with such natural objects as rivers and the wind. Statuettes and masks of bronze, wood, or ivory were produced as adjuncts to the performance of religious and magical rites.

(f) Music--found universal expression. Among its manifestations were complex compositions for voice, an ear for the subtlest rhythm, and the use of a wide variety of instruments, including the drum, harp, xylophone, violin, guitar, and flute. The dance was performed for any number of observations and purposes. Any event worthy of noise was celebrated by rhythmic movements--births, marriages, or death.

(g) Literature was primarily oral rather than written and can be classified as professional and popular. Knowledge about the history, customs, and traditions of the group was transmitted by men who made a profession of memorizing. Popular literature included tales, proverbs, and riddles passed down from one generation to another by amateur storytellers, occasionally by trained narrators.

c. Slavery as a source of Afro-American culture.

(1) Began around 1640 and ended legally in 1865.

(2) Virtually destroyed all elements of traditional African culture.

(3) Dehumanized the black American; stole his/her personality; reduced him/her to a submissive piece of property; robbed him/her of economic, social, and psychological necessities and/or his total manhood or her total womanhood.

(4) The most barbaric institution known to man. The racism from which we suffer today is a direct by-product of slavery and racism is a major "contributor" to the emergence of black culture.

d. Segregation as a source of Afro-American culture.

(1) Segregation was created shortly after the Civil War to replace slavery.

(2) Black Americans were rigidly segregated, legally, in virtually all areas of life--public accommodations, education, churches, hospitals, military, private businesses, and facilities. It was not uncommon to observe "white" and "colored" rest rooms, drinking fountains, seating areas on buses, and even Bibles in courts of law. The system was totally absurd, but it lasted for nearly one hundred years.

(3) The ugly combination of slavery and segregation forced blacks to develop their own culture, including values and life styles. Blacks were not only rejected by the so-called "mainstream culture" but the mainstream culture was, in fact, destroying black humanity.

e. Poverty as a source of Afro-American culture.

(1) The culture is characterized by gregariousness, lack of privacy, high incidence of alcoholism, early initiation into sex, and a trend toward mother-centered families.

(2) Although the incidence of illegitimacy is high, it is not culturally approved. The mothers of teen-age daughters pray that premature experience with sex will not occur and that their daughters can make a good marriage.

(3) Many drink heavily, but drunkenness is not really approved.

(4) The traits attributed to a culture of poverty are really the result of malnutrition - depression, fatigue, lack of ambition, weakness, and difficulty in concentrating. Similarly, poor school achievement is not advocated by parents; it is simply unavoidable under the circumstances.

(5) A mother-centered family is a phenomenon of extreme poverty.

f. Racism as a source of Afro-American culture.

(1) Physical anthropologists will agree on two points:

(a) Race is a matter of physical difference, not mental or cultural, and

(b) All human beings belong to one single species, Homo Sapiens.

(2) Races are the major divisions of mankind; they differ from each other or other inherited physical traits such as eye form, type of hair, or frequency distributions of blood types.

(3) Unequal treatment has been upheld by various strange beliefs about race, often supporting the idea of naturally and divinely intended inequality.

(4) Orientals, blacks, and whites all have the same genes, however certain genes appear more frequently, or are more numerous, within each group. A subgroup is one which differs in terms of the frequency of occurrence of one or more genes and may be called a "race" through common usage.

(5) Socially, then, or through common usage, a race is identified based upon political, economic, or cultural considerations. Indeed, this social definition of race is perhaps the only relevant definition of race in America.

(6) To confirm that our common social definition of race is unscientific, consider the following facts:

(a) Seventy-one percent of all "black" Americans have "white" ancestors.

(b) Twenty-one percent of all "white" Americans have "black" ancestors.

(c) Twenty-seven percent of all "black" Americans have Indian ancestors.

(d) Finally, to escape racism, many so-called "blacks", in the decades before the 1960s, passed into the white population.

(7) It is race or racism, then, which caused the creation of black culture and indeed the entire Black Liberation Movement.

EVALUATION

1. What is culture?

2. What are the sources of Afro-American culture?

3. How is racism a source of American culture?

TRANSITION:

2. Explain major factors which contributed to social tension between black and white Americans.

a. Unemployment/underemployment as a social tension factor.

(1) Unemployed people (defined by the U.S. Government as all those 16 years old or more who do not have a job and are looking for one) become demoralized, suffer loss of prestige and status, and their families tend to break apart.

(a) Sometimes are pushed toward crime and drugs; often they feel terrible despair. Their children are innocent victims, too.

(b) Unemployment rates among blacks and other minorities are much higher than among whites.

(2) Unemployment exists when some people work only part-time, or at jobs well below their level of education or skill, but the government figures count them as fully employed.

b. Income as a social tension factor.

(1) There is a significant gap between the median income of black and white Americans, a gap which has widened in recent years, despite proclamations of black "progress".

(2) When one group is able to enjoy a life style at a superior material level to another, often at the expense of the alleged "inferior" group, group tension and conflict often occur.

c. Education as a social tension factor.

(1) Education, often the key to good incomes and a better life style, has become a major element creating tension between the races.

(2) The issue of bussing, as a means of achieve quality education on an interracial basis, continues to cause both tension and major conflict in both the northern and southern parts of the United States.

d. Sex as a social tension factor.

(1) The issue of sex, or interracial dating or marriage, continues to be a very explosive element in our tense racial atmosphere.

(2) Although miscegenation has been a fact of life in America since its very inception, the sex issue is still capable of generating strong emotions in black/white relations.

e. Administration of justice as a tension factor.

(1) The salient fact that the prisons of America are disproportionately populated by black Americans lends credibility to the observation that justice, American style, is one of the most explosive elements in race relations.

(2) There is a perceived adversary relationship between the black community and the justice system, including the police, judges, and prison officials.

(3) Statistical data on Uniform Code of Military Justice (UCMJ) Article 15 actions, court-martial, and administrative discharges clearly reveal the scope, if not the substance, of our problem.

f. Ethnic identify as a social tension factor.

(1) The Black Power Movement in 1966 caused many black Americans to change their attitude about their ethnic identity.

(2) Blackness was transferred from a badge of shame to a badge of pride, e.g., "Black is Beautiful".

(3) The black attitudes produced new symbols of ethnic identification: the Afro hair style, the clenched fist, African clothing.

(4) The black symbols are misunderstood by many whites, who do not understand the psychology of black Americans or the attitude changes, thus precipitating racial tension and conflict.

g. Political participation as a tension factor.

(1) The issue of bloc or racial voting, is a source of considerable tension throughout the nation.

(2) Blacks constitute less than one percent of all elected officials in the nation.

h. Housing as a social tension factor.

(1) Black Americans are geographically isolated from the mainstream of America because of housing discrimination.

(2) Delapidated housing in ghetto areas (the product of racism) is a protracted source of discontent among black Americans, a reminder of the economic exploitation to which blacks have been subjected.

(3) Within the military community, the problem of housing discrimination adjacent to military bases has been attacked through Housing Referral offices on our installations. The Department of Defense has claimed considerable success with this program.

EVALUATION

1. How does income contribute to social tension between black and white Americans?

2. How has the military attempted to eliminate housing discrimination in the surrounding community?

3. What two points do physical anthropologists agree on regarding the issue of race?

TRANSITION:

3. Explain the three major problems faced by black Americans in the Armed Forces.

a. Attitudes held by senior personnel which manifest themselves into behavior.

(1) Upward mobility (APRs, awards and decorations, promotions) and job assignments (command/intelligence).

(2) Acceptance into the inner circle at whatever level the individual is functioning.

b. Cultural differences as a problem.

(1) Assignments to remote areas where there is no or little entertainment for black personnel.

(2) The aspect of the extended family where in the majority group it is normally mother, father, brother, and sister; in the minority group it can be in addition to the above, aunt, uncle, grandmother and grandfather.

c. The system as a problem.

(1) Lack of black role models for aspirations which generate motivation and effect a picture of a fair and equitable system.

(2) Whites cannot relate to black experience and therefore only give cursory explanations of the system's expectations to black personnel.

(3) Still the general rule is that in order for blacks to achieve any success they have to be three times better than their white counterparts which generates a lack of motivation on the part of blacks to buy into the system.

EVALUATION

1. How is the system a problem for blacks in the Armed Forces?

2. How do attitudes of senior personnel result in problems for blacks in the Armed Forces?

TRANSITION:

4. Explain three major problems which tend to retard the movement toward black equality.

a. Racism as a major problem and present reality which is manifested in all aspects of American life.

(1) Four types of racism.

(a) Blatant: completely obvious.

(b) Sophisticated: highly complicated or developed.

(c) Endemic: belonging to a particular people or country, locality or region.

(d) Institutional: organization or culture.

(2) Five facts related to racism.

(a) Invisibility: living in a predominantly white culture, blacks are visible only as personal or group violence commands attention.

(b) White conservatism: the political tendency of those who hold power to conserve that power, devoid of sharing, is a historical and present reality. Conservative groups and individuals in America, generally, have served to impede black progress.

(c) White paternalism: although blacks always have had white friends in their struggle, too often their friends are impediments to progress, i.e., "We know what is best for you".

(d) All blacks in America have suffered, directly or indirectly, from discrimination.

(e) Assassination of black leaders.

b. Problems from the results of racism.

(1) Deprivation: black poverty and inadequate education make it extremely difficult to get into the mainstream or finance a liberation struggle.

(2) Hostility: black rage is a fact of American life, but unless constructively channeled into "creative resentment" and positive action programs, it is counterproductive to progress. This factor can be related to all the racial incidents in the military.

(3) Black conservatism or "apathy": because of overwhelming white power and oppression in America, many blacks have become very passive about their condition, thus impeding progress.

(4) Self-hate: just as white racism is based in part upon white self-hate, racism has caused self-hate among blacks. According to Malcolm X, this is "the greatest crime" the white man has committed in America. It may be observed among blacks in numerous ways, i.e., straight hair, black-on-black crime, a distaste for black culture, and the failure to support black businesses.

(5) Surrender: drugs, "skid row", and suicides have claimed the lives of many blacks who have simply succumbed to racism. The weight or burden of racism has been too great for many blacks to shoulder.

c. Lack of commitment to human values.

(1) Impedes the drive toward equality and involves people of all colors.

(2) Few people are willing to risk their personal welfare or security to promote these values.

(3) Human courage and dedication to "higher causes" are rare qualities indeed.

EVALUATION

1. What are the four types of racism? What is the difference between endemic and institutional racism?

2. What are the problems which tend to retard the movement toward black equality?

TRANSITION:

5. Group Exercise:

a. Have students report to small groups for a discussion and group facilitation on black American issues.

b. Conduct at least one of the attached approved exercises; more if you have time. (See Atch 1)

CONCLUSION (5 Min)

SUMMARY

Recap lesson objectives.

REMOTIVATION

As Social Actions officers and technicians, your job and mine, is to struggle, to be agents of social change; to know and understand the social problems and system of the Air Force. Remember that America can neither be defined nor understood apart from understanding black America. In essence, you are called upon to act as "doctors" for the United States Air Force and our entire social order which "labor" under the reality of racism and the consequences of it.

ASSIGNMENT

Give homework reading assignment, when appropriate.

CLOSURE

Delany, Martin R. (1812-1885)	Black nationalist, abolitionist, Medical Doctor, author, proponent of Black emigration to Africa and publisher of newspaper, The Mystery.
Douglass, Frederick (1817-1895)	Abolitionist, author, publisher of newspaper, The North Star, orator, and most outstanding Black leader of the 19th Century.
DuBois, William E.B., Dr. (1868-1963)	Scholar, prolific author, spokesman for Black equality, co-founder of NAACP and editor of its Crisis magazine. Perhaps the most outstanding intellectual in Afro-American history. Initiated first Pan African Conference in 1919. Believed that Blacks had special mission to humanize the world through racial integrity or "soul power".
Elliott, Robert B. (1842-1884)	Brilliant orator, lawyer, U.S. Congressman from South Carolina (1871-74), member of State Constitutional Convention and avid proponent for Black causes.
Farmer, James L. (1920-)	Clergyman, founder and National Director of Congress of Racial Equality (CORE), 1941-65. Participated in long series of protest demonstrations, "sit-ins", "freedom rides" etc. to promote Black liberation.
Forten, James (1766-1842)	Abolitionist, businessman, vigorous opponent of slavery and colonization. Moving force behind Negro Convention Movement in 1830. Aided and financially rescued The Liberator, newspaper of white abolitionist, William L. Garrison.
Garnet, Henry H. (1815-1882)	Clergyman, abolitionist and one of the most influential Blacks of his era. Preached violent resistance to slavery in opposition to many white abolitionists who preached "moral persuasion." "Brethern, arise, arise! Strike for your lives and liberties. Now is the day and the hour. Let every slave in the land do this and the days of slavery are numbered. . . Rather die free men than to live and be slaves."

POLITICS

Name	Contribution
Abernathy, Ralph D. (1926-)	Clergyman, civil rights leader, Southern Christian Leadership Conference. Associated with Dr. Martin L. King Jr. in all phases of civil rights movement, including nine jail sentences.
Allen, Richard (1760-1831)	Clergyman, founder of African Methodist Episcopal Church, 1787. Organized Free African Society, 1787, to improve social and economic conditions for free Blacks.
Bethune, Mary McLeod (1875-1955)	Crusader for justice. Member of "Black Cabinet" which advised and pressured Presidents Roosevelt and Truman for social reform. Founder of Bethune-Cookman College. Winner of NAACP Spingarn Medal.
Bunch, Ralph, Dr. (1904-1971)	U.N. Undersecretary for Special Political Affairs. Aided Gunnar Myrdal on comprehensive study of Black Americans. Nobel Peace Prize Winner, 1950.
Cain, Richard H. (1825-1887)	Clergyman, two-term U.S. Congressman from South Carolina. Activist in Black Protest Movement; started newspaper, The Missionary Record which became most influential paper in state.
Crummell, Alexander (1819-1898)	Minister, missionary, prolific author, and organizer of Black intellectuals in American Negro Academy, devoted to defense of Blacks against racist propaganda.
Cuffee, Paul (1759-1817)	Businessman, owner of several ships used to transport Blacks to Africa for colonization. Built school for free Blacks and sued in Massachusetts courts for right to vote. Founded "Friendly Society for the Emigration of Free Negroes from America" in Sierra Leone, Africa.

west" from Texas to Montana. Much of these vast western lands had become available through the "Louisiana Purchase" from France in 1803--an incredibly cheap purchase of land which France readily relinquished, in part, because of military defeat by Blacks in the Haitian Revolution of 1791.

Since the beginning of the Twentieth Century, the mass migration of Blacks from the rural, agricultural south to the urban north and west has been stimulated, in part, by the need for Black labor in support of American war-making industries. Although mainly relegated to unskilled or low-level jobs which paid the lowest salaries in the military-industrial complex, the skills and talent of Blacks in a technological society have been exceptionally noteworthy--from routine assembly line functions to the more complex development of computers and missile systems.

A Black man, Joseph Blair, was the earliest and leading American pioneer in missile and rocket technology. Like so many other Black inventors, his work was officially ignored for almost 30 years until the Russians publicly excelled in this field and America experienced a dismal failure in attempting to launch its Vanguard missile in mid-1957. Joseph Blair was then officially and belatedly summoned to the Pentagon to share his long suppressed technical expertise. "Where have you been for the last 25 years" one official unwittingly asked. "Why haven't you come to us before?" Blair, hesitated, then said, "Sir, you know why - don't make me say it." The reason, obviously, is that Blair was Black and yet another victim of a racist society. Tragically and typically, all America suffered because of narrow racism. Blair, incidentally, offered the government their choice of some 40 inventions, including rockets, submarines, ballistic missiles, guns and shells.

In essence, when considering the broad spectrum of American life and history, Black contributions, in toto, reflect monumental achievements, under the most adverse circumstances--an amazing reality which forever will stand as a source or pride to the Afro-American community.

Major George E. Mims

Totally apart from individual contributions of Blacks, as reflected on the following list, the contributions of Blacks, collectively, merit major recognition. For example, Blacks have fought and died in every major war, "police action", or nonwar (i.e., Vietnam) which has been waged by America. And paradoxically, or tragically, Blacks have not received the "freedom" and dignity for which these wars allegedly have been fought. Moreover, many other collective contributions by Blacks may be cited, each with a tragic corollary, reflecting shameful contradictions in the American system. According to lay historian, J.A. Rogers, "It was the sale of Africans in the New World--the Slave Trade-- that laid the financial foundations of the United States. It was Africa's great gift ("handout"?) to America." Further, Black slave labor, collectively, was "the most important single factor in the development of the New World. On them fell the crude work, and more than a little of the skilled work. Some had brought with them their ancient skills in metals, weaving, carving and agriculture."

In corroboration of the view of J.A. Rogers, it should be noted that scientists now give Africans credit for first discovering iron, developing stringed instruments, domesticating the sheep, goat and cow, and learning about the planetary system. Dr. Woodson concurs that Blacks "gave the world the most useful of all things, the smelting of iron and the use of it in the industrial arts. The large iron industry of today had its beginning in Africa." The contributions of Blacks in religion is significantly noteworthy. (See: The African Symbol of Life in this document.)

In the antebellum south, white southern planters have said that Blacks were "the lifeblood of the plantation. Without them we could not exist." And Patrick Henry (American patriot and lover of liberty--for himself) reluctantly supported slavery because of alleged economic necessity. "I am drawn along", he said, "by the general inconvenience of living without them." Although he deplored "the necessity of holding his fellowmen in bondage: he believed that "their manumission is incompatible with the felicity of the country."

In this context, historian J.A. Rogers has posed some very pertinent questions--and provided answers: "Why did America take the lead so early in the New World? . . Why did the United States outstrip Canada, which has been and still is, more radically Nordic? . . The answer is Trade. It was trade in Molasses. Why molasses? Molasses meant rum. Why rum? Rum was for exchange of Africans on the African west coast. The molasses trade, in turn, gave impetus to other New England industries as distilling, fishing, shipbuilding, lumber and horse - and cattle-rearing. . . Distilling became the chief home industry of New England, especially of Massachusetts and Rhode Island."

After "emancipation" from slavery, Black contributions to America, collectively, provided the major basis for agricultural peonage (e.g. "Share-cropping") in the south which supported the "industrial revolution" nationally around the turn of the century. Further, more than five thousand Blacks were among the cowboys who rode the ranges, "winning the

INTRODUCTION

The following list of "Black Contributions to America" has been prepared for use as supplementary data in support of the Social Actions Training Courses, Department of Social Actions Training, Lackland Air Force Base, Texas. The list includes a highly selective and very limited number of major Black contributors and their contributions in the area of politics (e.g., social protest), science and inventions.

Clearly limited in scope, this compilation reflects individual contributions in specified areas only. Obviously, the list excludes major contributors in other areas of our national life, e.g., religion, journalism, sports, arts, etc. Indeed, some very astute observers of Afro-American culture firmly believe that the greatest contribution of Blacks to America has been in the arts, including music, dance, drama, etc. For example, author Benjamin Brawley has noted, in The Negro Genius, that the "temperament of the American Negro is primarily lyrical, imaginative, subjective, and his genius has most frequently sought expression in some one of the arts." This view, perhaps, is supported in part by the "Father of Black History", Dr. Carter G. Woodson, who observed that the Black man, because of his uniquely tragic experiences, has "more of a spiritual or esthetic makeup than other races. He has not permitted his mind wholly to dominate his body. He feels things deeply and he can express them emotionally."

Such viewpoints notwithstanding, the contributions of Blacks in politics is especially significant in consideration of the total spectrum of American life. Dr. W.E.B. DuBois, perhaps the most outstanding Black intellectual in America, has noted that Afro-Americans have a special mission to humanize America through racial integrity or "soul power", that uniquely rich or Divine endowment of the human spirit which facilitates human growth, development, liberation and dignity. And whether or not one accepts or rejects this theory of Dr. DuBois, a careful reading and assessment of history will clearly reveal that the Black liberation movement in America, replete with social protest, has been, in effect, an American liberation movement promoting and contributing to the freedom and dignity of all Americans.

Similarly, Black contributions in the area of science and inventions have profoundly affected the quality of American life. Indeed, the genius of Blacks in these areas is especially noteworthy in view of socio-economic handicaps (e.g., racism) which were imposed on Black scientists and inventors. When one has to continually focus his mental faculties toward survival in a hostile society; when one is denied opportunities to obtain skills and work commensurate with one's capability; when natural talent is continually forced to seek expression in unnatural ways; under such circumstances, it is nothing less than miraculous that Blacks have contributed so much to the development of science and industry in America.

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BLACK CONTRIBUTIONS TO AMERICA

"We Blacks remain ever crucial to all definitions of America."

— William Grier & Price Cobbs, The Jesus Bag, 1971

Prepared By

Major George E. Mims
Social Actions Training Branch
Lackland Air Force Base, Texas

AN INTRODUCTION TO THE BACKGROUND AND HISTORY OF THE AFRICAN FLAG *

The AFRICAN FLAG was the first flag used to represent the symbol of a civilization, the BLACKMAN'S CIVILIZATION, the first to evolve.

The AFRICAN FLAG is made up of three basic and fundamental colors; RED, BLACK, and GREEN, in that order. Each distinctive color has its meaning and symbolic purpose; the RED is for the BLOOD, the BLACK is for the RACE, and the GREEN is for the VEGETATION of the LAND; its RESOURCEFULNESS, and RICHNESS, which make AFRICA the RICHEST CONTINENT in the WORLD.

The AFRICAN FLAG represented the ZINGH EMPIRE over 15,000 years ago, before any other races of people evolved. The ZINGH EMPIRE was located in what today is called Mauritania, N. W. AFRICA.

Tirus Afrik was Emperor of the ZINGH EMPIRE during the time the AFRICAN FLAG was also flown. He planted the RED, BLACK and GREEN all over AFRICA, in fact the CONTINENT OF AFRICA got its present name from him.

Since Tirus Afrik, all BLACK CONSCIENCE members of the BLACK RACE have strived to keep the AFRICAN FLAG symbol ALIVE and to one day see it flutter in the breeze ascending in VICTORIOUS FREEDOM and asserting its PERMANENCE.

The late HONORABLE MARCUS GARVEY (the FATHER of AFRICAN NATIONALISM), embraced the colors as symbolic of the U.N.I.A., an organization for the BLACK RACE ORGANIZED by the HONORABLE MARCUS GARVEY for the express purpose of BUILDING amongest OURSELVES a BLACK RACIAL EMPIRE, UPON WHICH THE SUN SHALL NEVER SET as was stated in AFRICAN FUNDAMENTALISM and still is ALIVE. AFRICA, for the AFRICANS at home and abroad. All this is what the late HONORABLE MARCUS GARVEY brought to our attention. He organized over 11,000,000 BLACK PEOPLE in the U.N.I.A., with 4,000,000 BLACK MEN organized in the UNIVERSAL AFRICAN LEGION. He instilled into our slave mentality, a RACE PRIDE and BLACK CONSCIENCENESS based on principles that are NATURAL LAWS OF NATURE AND NORMAL FOR HUMAN BEINGS TO PRACTICE. Mr. GARVEY wrote in AFRICAN FUNDAMENTALISM that OUR ALLEGIENCE SHALL BE FIRST TO OUR RACE. The late HONORABLE MARCUS GARVEY most certainly ascended the AFRICAN FLAG further and came close to seeing the AFRICAN FLAG flutter as symbolic of VICTORIOUS FREEDOM.

In the banners of 25 African countries and three in the Western Hemisphere established by the DESCENDANTS of AFRICAN SLAVES the RED, the BLACK and the GREEN is flown. Sometimes another color is substituted but the overwhelming emphasis is on the tricolor, the RED, the BLACK, and the GREEN.

Algeria
Burundi
Cameroon
Central African Republic
Republic of Congo
Dehomey
Equatorial Guinea
Ethiopia
Gambia
Ghana
Guinena
Guyana
Haiti
Jamaica
Libya
Malawi
Maldives
Mali
Morocco
Rwanda
Senegal
Tanzania
Togo
Trinidad & Tabago
Uganda
Egypt (U.A.R.)
Upper Volta
Zambia
Kenya

The Islamic countries of Afafghanistan, Iran, Iraq, Jordan, Kuwait, Syria and Yemen, also fly the RED, the BLACK, and the GREEN.

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*African Boutique Shop
Washington, D.C.

We give advice for all our brethren who trail behind the rear end of white christian missionaries or western marxism. First study the profound dialectial and scientific principles, philosophy, method and practice contained and symbolized in the Ankh. If we are to build an African kingdom let us not follow Europe's dead civilization, dead culture, or dead symbols. Let us restore this African symbol, the Ankh, into our lives to aid in the reconstruction of our nations from the family structure on up.

*African Boutique Shop
Washington, D.C.

All of this is embodied within the very structure of the Ankh. The oval part represents the female force principle in the world, the dormant, receptive, egg ovum, vagina of the woman, we call this Kike. The elongated part represents the male force principle, the active, assertive, genitalia of the man. We call this Kiume.

The female egg-ovum cannot produce life alone, nor can the male sperm produce life by itself. Both are necessary to create life. There must be complimentarity and harmony with each other though opposites to bring about the existence of a being.

This perpetual unity is maintained because it reflects, the basic laws of the universe. One fact is that each opposite contains a portion of the other and is the condition for the existence of the other. Under certain conditions the primary aspect can become the secondary aspect or one aspect change into the other. For example, the brilliance of day becomes the darkness of night as the world revolves on its axis. In mathematics the differentiation of a curved segment at a point is the slope of a straight line segment. Or in quantum physics and relativity solid matter and energy become interchangeable under specific changes in their rates of velocity.

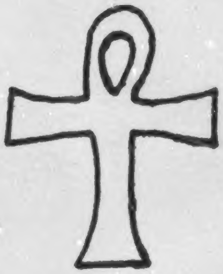
Within the Ankh itself we see that if a small segment of the oval part is taken it would be a straight line segment. If the elongated part is observed we see that it is nothing more than a diameter of a circle or an oval.

Thus the African conception of manhood recognizes that his male forces are dominant but that a man must not be so inflexible as to deny his opposite qualities. He must be intuitive, patient, and have the ability to love unreservedly. Women too are controlled by the same laws and must develop their will determination, perseverance.

Another fact is that the living provide a solid link with the ancestors; the dead, and the unborn. What would correspond to thesis synthesis, and anti-thesis of these facts is represented by the segment separating Kiume and Kike called Mstari Wa Umoja - Line of Unity.

Failure to understand these facts results in confusion, deception, and often degeneration. An example of this is the adulteration of this African symbol. The top oval part has been squeezed together into a straight line segment thus eliminating the female principle. The result has been taken as the sign of crucifixion, or torture, the symbol of death. Today this symbol of death is known as the cross; a symbol to which the African has thrown his manhood.

No wonder that western culture is bankrupt, suffering from moral and spiritual diseases. It does not have a proper world-view or knowledge of the vital energies (forces) which govern the world. No wonder that the African has been culturally debased. He has been victim to all the "hang-ups" of the organized vanguard of European debauchery - the missionary.



ANCIENT AFRICAN SYMBOL OF LIFE EXPLAINED *

The resurgence of African consciousness has accompanied a keen interest in African religion. It is recognized that African religion is not the pagan superstition misguided and ill informed missionaries attempt to paint it as being; African religion is quite orderly and indeed, very scientific, reflecting a profound understanding of nature.

To understand the basic principles of African religion it is enough to understand one of its oldest religious symbols - the Ankh.

The use of the Ankh dates far back into antiquity and was used by the ancient black pre-dynastic Egyptians, who first created the glorious civilization of the Nile. These African people used this symbol extensively. Today the Ankh still is impressed upon the temples, monuments, buildings, and pyramids of old Egypt as the representation of the mysteries, the key to the understanding of the world, the ancient symbol of life.

At its simplest, the Ankh represents the divine unity of opposites, an understanding of the natural order of the Universe - the inherent base of all African religion. Rest-motion, night-day, hard-soft, hot-cold, good-evil, positive-negative particles (physics), add-subtract, integral-differential calculus (mathematics), associative-disassociative atoms (chemistry), offence-defence (war, love-hate, male-female, life-death, are all examples of such opposites.

The Black Priests of Ancient Egypt explained this in their Cosmology. At first there was chaos then order was brought out of the chaos - this represented by male and female gods of chaos and male and female gods of order through whom creation was accomplished. From the primeaval waters emerged the God, Ptah, then the God Atum who absorbed the creative powers of Ptah.

The gods of chaos who remained in the water were Nun and Naunet, the Primeaval waters and the counter heavens, Huh and Hauhet, the boundless and its opposite, Kuk and Kauket, darkness and its opposite, Amun and Amaunet, the hidden and its opposite. The gods of order and arrangement projected from Atum were Shu (air), Tefnut (moisture), Geb (Earth), Nut (sky) who gave birth to two other pairs of gods: Osiris - Isis (male) and female Gods of good, fertility, creation, and Seth - Nephtys (Gods of evil).

HONKY

This word is a reactionary word to nigger. Honky originally referred to Hungarians when they first came to this country and before they lost their native accent. It was a derogatory term when used to refer to Hungarians more so than it is now, and was pronounced or spelled "hunky". Today it generally refers to any white person, particularly those who come into the black ghetto honking their horns at the black females on the streets in an attempt to pick up a "street walker".

UNCLE TOM

The character in Harriet Beecher Stowe's book Uncle Tom's Cabin was a proud individual who was fighting against slavery and leading his people out of bondage. The term "Uncle Tom" today is applied to a black who becomes a part of the so-called establishment and sells his people out. He's the black who says what the white man wants him to say, who thinks as the white man wants him to think and tends to forget about the conditions of the black people.

SOUL MUSIC

America's only gift to world music was the old Negro spirituals, work songs, blues, and jazz. Soul music today is a combination of all four of these idioms. Soul music is supposed to be felt as well as heard. It is based on the black experience in this country and has kept up with the times. During slavery, the spirituals were sung because the people had hope of gaining solitude or salvation in heaven because life on earth was so unbearable. Work songs were also originated on the plantations and on the prison road gangs. People sang to make the work seem easier. Blues and jazz came along after the turn of the 20th century and was a reflection of the hard times during the first fifty years of this century. The music today reflect the drive for identity and the discontentment with the status quo. Music is a significant aspect of the new cultural awareness and identity.

SOUL FOOD

Soul food is merely an identification of the foods eaten primarily by poor people. Since poverty has been a significant part of the black experience, today, with the revolution (cultural) being perpetuated, these foods have been identified with the black experience. Soul food includes, pigs feet, chitlins, collard greens, corn bread, neck bones, ham hocks, yams, water mellon, fried chicken, and many more. Soul food being identified thusly does not preclude other than black folks from eating it.

*MSgt John W. James
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Slave traders brought blacks of many backgrounds and languages to this country. Further divisions took place when they were exposed to plantation life. There was a separation between those who worked in the fields and those who worked in the house. Blacks of the same tribe were not allowed to talk or communicate with each other.

Following the Civil War there were 4 million former slaves and 500,000 free blacks - - another separation. Within the black community itself there was a separation based on skin color. The darker individuals didn't get the jobs, and the lighter skinned blacks looked down on the darker skinned ones.

Finally, with increasing knowledge and education, blacks discovered they were all facing the same forms and patterns of discrimination, only at different levels. So now it's being said, "in order to accomplish anything we have to do like other minority groups have done - - that is join together for collective power."

BLACK POWER

This term which caused such an uproar a few years ago has been perceived with varying degrees of concern. Maybe at one time it meant to some people, "burn baby burn". Basically it refers to self determination: that is black educational power, black political power, black social power, and black economic power. The slogan "burn baby burn" has been somewhat revised to "learn baby learn".

THE BRACELET

Sometimes referred to as a slave bracelet, it symbolizes to the wearer a memory of the suffering that his forefathers endured in this country. Sometimes it is known as the unity bracelet, reflecting the search for heritage and identity.

The "shoestring" bracelet, really, is based on the Montagnard bracelet that is given to an individual in Vietnam when he is made an honorary member of the tribe. Many blacks wear it because they see others wearing it and don't attach any major significance to it.

NIGGER

For a black who consciously or unconsciously feels inferior, the word "nigger" takes on the traditional meaning. But if he has overcome any such feeling, the word loses it sting.

Ask five white persons to define "nigger" and a majority of the time they will say it refers to a black person.

The word Negro is a hybrid from the Spanish word meaning "black". The word was primarily a language thing; the term was vulgarized to Nigra and corrupted to nigger and it became synonymous with black people and slavery.

THE CONCEPT OF BLACKNESS*

Blackness is an attitude just as whiteness is an attitude. There is no such thing as a black race. The attitude of blackness is the process of projecting a positive image. There is also no such thing as a white race. The attitude of whiteness is the process of projecting a positive image. Traditionally, the term or concept of "black" has been conotated with inferiority or negativism. With the coming of the "black cultural revolution", many of the aspects of the black experience in America which had previously been considered negative were put into a positive perspective to improve the self image of Black people: i.e., the hair, the food, the music, the skin color, the clothes styles, the unity thing.

BLACK IS BEAUTIFUL

This phrase grew out of the so-called black revolution. It's part of the search for pride and identity. For many years in the United States the standard of beauty has been white Miss America. The media portrayed beauty as being white. The "beautiful people" have always been the movie idols and until recently the only blacks in the movies were the handkerchief-head maids and servants. Now the Black is Beautiful slogan seeks to counteract the image that people have of beauty.

AFRO HAIRCUT

There is another symbol of black awareness. In order to really understand the Afro haircut, one must understand what the word "black" meant several years ago. It wasn't anything good. It was impossible to change the color of skin (though many people tried bleaching creams) but hair could be straightened. Popular opinion was that straight hair was good and nappy or kinky hair was bad. With the black revolution, black people have begun to appreciate nappy hair. "Nappy hair ain't bad, so let it all hang out". Now we see an emergence of Afro haircuts with hair worn longer and in its natural state. And demands are being made that consideration be given to the fact that nappy hair is different from straight hair and many believe it discriminatory to enact a regulation calling for standard compliance.

THE UNITY THING

This refers to unity not for overthrow but unity to accomplish some of the things that all other minority groups in this country have accomplished: economic, social, educational, and political power. Even before the days of the slave trade, the black people in Africa never had total unity. Cultures in Africa were different; tribes were different; standards of living differed.

*MSgt John W. James
Race Relations Instructor
Kelly AFB, Texas

"Again dejected after many years so employed and receiving many awards and citations, to be discriminated against once again because of my race. Rigged tests, lowest efficiency marks although rating better than others and no one to complain to, knowing full well the establishment could get you if you did.

"Mine is a wasteful life, full of degradations, muted feelings and not a sense of belonging. This is one hell of a world for a Black man. I have committed no crimes. Maybe because I am afraid of the white man's justice, being a police officer all these years. My mental state at this final stage of the game is confusing. Nothing is amusing and I no longer smile or attempt to smile and communicate with others, but keep my appearance up as a valued member of society. The truth is I have been destroyed and betrayed systematically through these years with promises, lies and deceit which I have now learned to tolerate. Oh, the beautiful job of brainwashing that has been done; I have really paid my dues.

"The final act has yet to be played. Realizing full well that my arrogance and my values and my morals given to me by my parents have kept me out of the mental institutions, I have now armed myself for the finale. And so armed with a beautiful woman who loves me and one hopefully who understands me, visions of the future are glittering - glittering hopes buoyed with hope and a sense of a more intelligent understanding of how I arrived at this station, I now go forth with very delicate armament considering my past history. But if all should hold together, I pray that I shall have a restful life and future and that that future will far outshadow the past so as to heal my tormented and tired soul. The rugged terrain shall be crossed and twisted roads will be walked with the assistance of the woman I love."

A Human Being

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THE BLACK EXPERIENCE

Many books have been written and volumes of testimony have been provided by Black Americans in support of the proposition that collectively--individual exceptions notwithstanding--the Black experience in America has been one continuous, tragic, monumental nightmare--from the mid 17th century period of chattel slavery to the present era of economic retrogression or "benign neglect"--interspersed only briefly with moments of relative tranquillity. The following statement provides some rather eloquent, recent, relevant and perhaps quite typical testimony to reinforce this view.

The Declaration

> A written legacy of a Black Chicago policeman who died of a heart attack at the age of 45 in late 1974, as read by Rev. Jesse Jackson (Founder and National Director of PUSH-People United to Save Humanity), on national television (NBC "Today" Show), on 26 December 1974.

"I have been a victim of racism and bigotry in the United States of America as long as I can remember. It has reached to the very marrow of my bones - this, terrible injustice and it leaves me weary fighting it. I only do so for the coming generations of Black Americans,born and unborn, hoping and praying that none will have to endure this awful ordeal, and if so not quite so severe as I.

"It all started as I reached the age of attending school because as I recall my parents attempted to shield me from it. But I can still recall them telling me when I visited the South on vacations, because my parents both had to work to provide, told me not to forget to say 'no sir and yes sir' to all whites and not to fight white children my age and having them tell of atrocities done to other Blacks for no reason at all.

"I still bear the scars of living in the ghetto and attending inferior schools here in Chicago where I was born. After finishing high school, I volunteered for the Armed Forces of this country. I still suffered these same indignities. Without really knowing why, I was beginning to comply. Oh that torment that goes on inside of a wasted life for no other reason than I was born Black.

"After being honorably discharged from the Armed Forces of this country, the second part of my learning began. No apprentiship programs for Blacks, yet many were listed in the newspapers and I was forced to accept employment with the United States Government as a postal clerk, still trying to make it against the system. While no promotions (were) available for my loyal service, for Blacks anyway - oh a ray of hope now and then - I passed the examination to be a police officer with the City of Chicago and was so appointed.

THOUGHTS FOR REFLECTION

IDENTITY

"We claim to be the offspring of a parentage that once, for their excellence of attainment in the arts, literature and science, stood before the world unrivalled."

Resolution, National Black Convention, 1834

PROBLEM

"Black people as a whole have one basic problem, that of low status and relative lack of power related to a common experience of oppression, which must be dealt with by black people as a whole."

Dr. Nathan Wright Jr., Chairman,
National Black Power Conference, 1967

MOTTO

I play it cool
And dig all jive
That's the reason
I stay alive

My motto
As I live and learn
Is
Dig and be dug
In return

- Langston Hughes

ON BEING BLACK

"Being Black in America means trying to smile when you want to cry. It means trying to hold on to physical life amid psychological death. It means having your legs cut off and then being condemned for being cripple."

- Dr. Martin L. King Jr.

BLACK ANTHEM

LIFT EVERY VOICE AND SING

I.

Lift ev' - ry voice and sing,
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise High as the list-ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us
Sing a song full of the hope that the pres-ent has brought-us;
Fac-ing the ris - ing sun of our new day begun,
Let us march on till vic-to-ry - is won.

II.

Sto - ny the road we trod,
Bit - ter the chast' - ning rod,
Felt in the days when hope unborn had died;
Yet with a stead - y beat,
Have not our weary feet Come to the place for which our fathers sighed?
We have come ov - er a - way that with tears has been wa - tered
We have come, treading our path thro' the blood of the slaughtered,
Out from the gloom - y past, Till now we stand at last
Where the white gleam of our bright star - is cast.

III.

God of our wear - ry years,
God of our si - lent tears,
Thou who has brought us thus far on - the way;
Thou who hast by Thy might,
Led us into the light,
Keep us for - ev - er in the path, we pray, -
Lest our feet stray from the pla - ces, our God, where we met Thee
Lest our hearts, drunk with the wine of the world, we for - get Thee;
Shad-owed be - neath Thy hand,
May we for - ev - er stand,
True to our God, True to our Na - tive land.

James Weldon Johnson

with the Black Anthem, brief quotations on Black identity, problems, and a poetic motto, the compilation proceeds, appropriately, in relating an aspect of "The Black Experience" since culture, essentially, is a creative by-product of experience. One selection has been included under this subtopic - "The Declaration" - reflecting recent life experiences of a Black policeman in Chicago, Illinois.

Black concepts and definitions are provided, subsequently, as a simplified reference for a limited number of terms in current usage in the Black Liberation Movement. These concepts and definitions are followed by an explanation of the African symbol of life — one of the most significant contributions of Africa to the development of religious thought. Additionally, and closely related thereto, a brief history and explanation of the African or Black Liberation Flag is included, although, like other nationalist symbols, it is replete with ethnocentrism. Such ethnocentrism, moreover, would not be complete without an appropriate, tribute to "The Black Woman" who has more than "earned her dues" as a victim of double discrimination in society, while simultaneously serving as a beacon of light and strength in the struggle for Black survival.

Our compilation concludes with two extensive series of facts and perspectives: Black Contributions to America, which are limited, purposely, to political contributions and achievements in science and inventions; and Black Behavior Patterns, a recorded speech in commemoration of Black History Week. These perspectives, purposely, have been selected to reinforce the viewpoint that the national epidemic disease of racism, and its tragic by-products, must and can be successfully combated if America is to survive as a nation. As the late Dr. Martin Luther King, Jr., has noted: "The racism of today is real, but the democratic spirit that has always faced it is equally real. The value in pulling racism out of its obscurity and stripping it of its rationalizations lies in the confidence that it can be changed. To live with the pretense that racism is a doctrine of a very few is to disarm us in fighting it frontally as scientifically unsound, morally repugnant and socially destructive. The prescription for the cure rests with the accurate diagnosis of the disease. A people who began a national life inspired by a vision of a society of brotherhood can redeem itself, But redemption can come only through a humble acknowledgement of guilt and an honest knowledge of self."

In our profession as Social Actions officers and technicians, it is absolutely essential that we seek an "Honest knowledge of self" and proceed therefrom to act responsively, responsibly and resolutely in resolving Air Force problems.

Major George E. Mims

* * * * * *

INTRODUCTION

This brief compilation of "Black Perspectives" is designed for use as supplementary material for Social Actions Courses, Department of Social Actions Training, Lackland AFB, Texas. More specifically, it is provided in support of lecture presentations on Afro-American culture and related minority problems in units of instruction in EOT and Drug and Alcohol Abuse Control courses.

A basic assumption underlying course material related to these units of instruction is that a distinct Black culture, or "sub-culture" does exist in America, although some scholars take exception to aspects of this assumption, based generally upon diverse concepts or definitions of culture. Such exceptions notwithstanding, the culture of any people, broadly defined, is simply the product or sum total of their experiences, including their values, lifestyles, language, music, art, religion, etc. Afro-American culture, consequently, is a manifestation of unique Black experiences, including slavery, racism, poverty and a miraculous resiliency or genius for survival and achievement under protracted, tragic circumstances in life.

Black Americans, then, are culturally different from other Americans to the extent that their life experiences have been different. This culture (belatedly embraced with pride by increasing numbers of Afro-Americans and surgically pre-empted by White Americans) is often proclaimed to be the culture of "soul", the folk culture of a "beautiful Black people". Such claims notwithstanding, any celebration of Black culture should be tempered, intermittently, if not consistently, with an awareness of the tragic realities of dehumanization and suffering from which this culture was born.

In essence, the culture of "soul" is the culture of creative improvisation by Black Americans who were forcefully excluded from, and often dehumanized by, the dominant "mainstream culture". For the Afro-American, the choice of culture included the simple alternative - either create or die, physically or psychologically. As accurately noted by author Robert Blauner (Americans from Africa: Old Memories, New Moods, 1970), "How can one embrace a culture whose values and practices deny one's own humanity? Thus for the protection of self, there was a need to maintain some distance from the dominant culture if one were to avoid intense inner conflict. This structured conflict and ambivalence lies at the heart of much of the cultural products of American blacks."

The contents of this compilation reflect a very limited but significant spectrum of opinions on the Black experience. Beginning

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SOCIAL ACTIONS TRAINING BRANCH
Lackland Air Force Base, Texas

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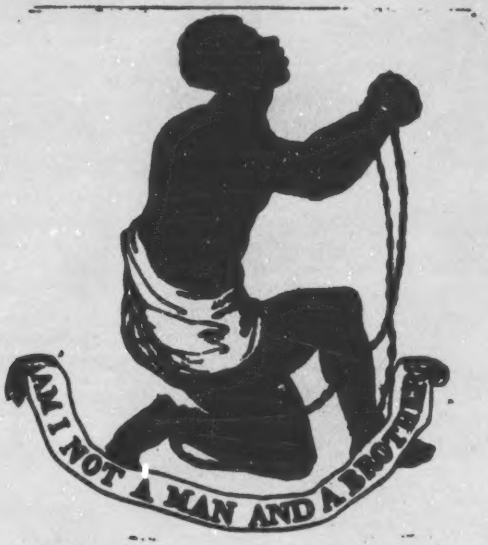
BLACK PERSPECTIVES


AM I NOT A MAN AND A BROTHER

- Josiah Wedwood -

"The world of Blacks and Whites are different and Blacks need special armor to wage their wars."

- William Grier & Price Cobbs,
The Jesus Bag, 1971

We have a journey
to take and little time;
we have ships to name
and crews.

—Henry Dumas -

Prepared By

Major George E. Mims
Social Actions Training Branch
Lackland Air Force Base, Texas

HANDOUT

3ALR73440A/B-30LR7361A/B-30ZR7364A/B-I-6-10

Technical Training

Equal Opportunity and Treatment
Drug and Alcohol Abuse Control

BLACK PERSPECTIVES

October 1976

USAF SCHOOL OF APPLIED AEROSPACE SCIENCES
Social Actions Training Branch
Lackland Air Force Base, Texas

DESIGNED FOR ATC COURSE USE

DO NOT USE ON THE JOB

ATC FORM 214 (JAN 76) OBSOLETES ATC FORMS 214, MAY 69, 322, NOV 63 AND 323, MAY 71. STANDARD COVERSHEET

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STUDY GUIDE

3ALR73430A/B3OLR7361A/B3OZR7364A/B-I-6-1

Technical Training

Drug/Alcohol Abuse Control/Equal Opportunity and Treatment

CROSS-CULTURAL DIFFERENCES AND DIFFICULTIES

PART II - WOMEN

1 August 1978

USAF TECHNICAL TRAINING SCHOOL
Lackland Air Force Base, Texas 78236

Designed For ATC Course Use

DO NOT USE ON THE JOB

your jobs. Your ability to help the women on your installation may make the crucial difference to them. Treating women as equals not only frees women, but also men.

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8. Have the "new" man sit on one side of the room, and the "new" women sit on the opposite side, then participate in a discussion of the following:

a. They share, "this is what we women have done for you men" and vise versa. (The New "women" tell what women in general have done for men, and vice versa.)

b. Share how they changed to assume the opposite sex: Physically, Psychologically, and how.

c. Have the new "men" talk among themselves about the new "women" on the opposite side of the room, the way they have heard other men talk about women (i.e., putting them down because they are women, treating them as sex objects only, etc.) Have the new "women" discuss how this makes them feel. And how the new "men" feel when they do this.

9. Derole the group by having them fantasize going back to the room, looking in the mirror, taking one last look at themselves as the opposite sex, undressing, replacing the clothes in the closet, then changing their sex back as it had been before, getting dressen in their uniform/clothes, and returning to the group.

10. Discuss the experience. Reflect the group process. Insure everyone is out of the role they assumed in the fantasy trip.

11. Ask if the objective was achieved, and summarized.

CONCLUSION (10 Min)

SUMMARY

1. Identify the major areas covered.

a. The definition of sexism.

b. Major factors that have prepetuated sexism.

c. Problems women in the military face.

d. Attitudes and actions towards women that interfere with helping relationships.

REMOTIVATION/CLOSURES

As social actions specialists, your attitudes and actions towards women, will affect how well you do

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EXERCISE III

OBJECTIVE: Experientially duplicate what it feels like to be a member of the opposite sex as closely as possible, using a fantasy trip. Share feelings and experiences. Observe the group process.

TIME: Approximately 1 to 2 Hours

PROCEDURE:

1. Explain to the students that it is difficult to know how it feels to be a member of the opposite sex; but we are going to attempt to experience some of the feelings via a fantasy trip.

2. Prebrief the fantasy trip.

3. Ask the students to close their eyes and fantasize that they are in a house they have never been in before, standing in front of a mirrow. There is a closet nearby which is filled with every kind of clothes they can imagine-

   a. Ask them to visualize the room.

   b. Ask them to fantasize taking off all their clothes and look at themselves in the mirror.

      (1) Ask them to become aware of what they like about themselves.

      (2) Ask them to become aware of what they like about being a member of their sex.

4. Explain to them, that now they are going to fantazize a sex change to the opposite sex.

   a. Have them look at themselves in the mirror and notice the change.

   b. Ask them to fantasize the sex change and create the type of person they want to become if assumes the opposite sex.

   c. Ask them to notice how they feel about the change.

5. Explain that in the closet are clothes of every kind. In their fantasy they can select any type of clothes the opposite sex would wear. In their fantasy have them dress themselves as a person of the opposite sex.

6. After they fantazize dressing these new clothes and putting on make-up (if applicable), then they return to the small group room.

7. Explain to the students that although they will open their eyes, they will stay in the fantasy (as if state) for a while.

EXERCISE II (Con't)

SEX-ROLE STEREOTYPING
Rating Scale

1 2 3 4 5 6 7 8 9

Definition of terms:

1 - 2 *Prefers males to be dominant*—For example: males dominate conversation, their suggestions are more apt to be followed, females are submissive and retiring and adhere to double-standard sexually.

5 *Practices equalization of the sexes*—Neither group overshadows nor caters to the other. Self-realization possible for both sexes.

8 - 9 *Prefers females to be dominant*—For example: females dominate conversations, their suggestions are more apt to be followed, males are submissive and retiring, and females practice complete sexual freedom.

IMPORTANT: Avoid hollow platitudes. Base ratings on data involving individuals.

	Name of group member	*Rating (1-9)*	*How he or she rated me*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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EXERCISE II (Con't)

B. Mark each item (+) or (-) as to whether it is considered by the group to be generally positive or negative toward the self-image of members of that sex group.

III. The lists are posted where all can view them. Participants go around reading them and asking questions where clarification on items is needed. They are encouraged to react to feelings which are elicited.

IV. The group reassembles to share their reactions to the posters. If the group seems to polarize, feedback should be solicited on how the polarization feels and what its effects are. (How is conflict dealt with?) Individuals share their emotional reactions to sex-role stereotyping.

V. Each group member receives a copy of the Sex-Role Stereotyping Rating Scale and a pencil and rates each person in this group (including himself) from one to nine on sexism (male or female) or the equalization of the sexes in marriage or in other male-female relationships. These ratings are done *independently*, without prior discussion.

VI. Members share the ratings orally, each telling the group how he rated each person in the group including himself. Each person records the ratings given to him by the other group members in the appropriate column on the Rating Scale Sheet. Members react to the array of ratings which they have received.

VII. The facilitator leads a discussion of the entire exercise, drawing out learnings related to the goals.

This structured experience was contributed by Mary Carson

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95. SEX-ROLE STEREOTYPING

EXERCISE II

Goals

I. To make distinctions between thoughts and feelings about sex-role stereotyping.
II. To examine one's own reactions to sexism in a mixed group.
III. To link feeling feedback to observable behavior.
IV. To avoid overgeneralization.
V. To explore the experience of interpersonal polarization—its forms and effects.
VI. To study conflict resolution.

Group Size

One or more groups of ten to twelve members, about equally divided between male and female.

Time Required

Approximately two hours.

Materials Utilized

I. Sex-Role Stereotyping Scale for each participant.
II. Pencils and paper for each participant.
III. Two sheets of newsprint per group, felt-tip markers, and masking tape.

Physical Setting

I. Room large enough to seat participants of each group in a circle.
II. Adjacent areas for small groups to meet relatively undisturbed by others.

Process

I. In a brief introduction the facilitator explains the goals of the experience and expresses the expectation that participants should be authentic and open during the exercise.

II. Groups are given thirty minutes to perform the following tasks:

   A. Based on previous personal experience of members of the group, compile a list of decisions made that were influenced by the incident of being born male or female. (Avoid generalizations not based on actual experience of at least one group member.) Record these on newsprint with felt-tip markers. One sheet will contain experiences of males in the group; another will contain those of females in the group.

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PREFACE

EXERCISE II

This second edition of the *Annual Handbook for Group Facilitators* continues the publication of materials for professionals which we began with the *Handbook of Structured Experiences for Human Relations Training*. The response to the *1972 Annual* has been highly gratifying, and we are confident that the present volume will be just as useful as the earlier books. A fourth volume of the *Handbook* will be published this year, and we are already assembling materials for the *1974 Annual*. These two series will provide a flow of ideas and materials for the increasing number of persons who utilize small groups in their work.

This is an annual handbook that is largely written by practitioners for practitioners. In this series, we will continue to record the development of structured experiences, instruments, theoretical positions, and ideas for applications as they emerge in the future. To that end we invite inquiries from users of the *Annual* concerning our policies regarding incorporating their work in future editions. Users are encouraged to submit structured experiences, instruments that they have developed, and papers which they have written that might be of interest to practitioners in the area of human relations training. In this manner, the *Annual* serves a clearinghouse function for ideas developed by group facilitators. The notebook is designed to hold the extra pages of materials that facilitators accumulate.

The *Annual* is copyrighted, but there are few implied restrictions concerning the reproduction of its contents. Users should feel free to duplicate and/or modify the forms, charts, structured exercises, descriptions and instruments for use in education/training designs. However, *reproduction of items from the book in other publications should be done only with the prior permission of the editors.* The intent is to make these materials widely available and useful. Occasionally someone asks whether we are concerned about this policy. Our response has been that we wish that more publishers would follow suit. It is widely known that copyrighted materials are duplicated for use in learning designs, but we believe that it is unnecessary to require users of training resources to feel guilty.

In our own consulting and in professional development workshops which we conduct for group facilitators and organization development practitioners we utilize a wide array of materials. In selecting items for publication we ask ourselves, "Would we use that?" We try out our own versions of particular structured experiences in the laboratories which we conduct, and often we are able to make important modifications in these designs based on this experience. Innovation in human relations training is a norm that has been very well established, and adaptation of the learning experiences that are included in this book is expected. We seldom use an exercise the same way twice, and we anticipate that users will adapt this material for their own particular training purposes. We encourage users to share their adaptations with us and other facilitators.

We want to acknowledge the continued contributions of our wives, who have spent a great deal of time in making it possible for us to free ourselves for the hours required to edit such a volume. They also have been invaluable in assisting us in the editing task.

John E. Jones

J. William Pfeiffer

Iowa City, Iowa
January, 1973

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Atch 2

5. Where is the best starting point for C/Is who want to prevent sexism from interfering with client relationships?

6. What are the costs of having a sexist system in society?

7. Have students report to small groups for a discussion and group facilitation women's issues.

8. Conduct at least one of attached approved exercises; more if you have time.

EXERCISE I

OBJECTIVE: Share opinions on womanhood; notice differences in values; identify stereotypes, outmoded roles, and incorrect information; observe group process.

TIME: Approximately 1 Hour.

1. Have the students individually complete WS AB-6-16, Opinionaire on Womanhood.

2. Ask the students to share their answers with a partner in diads.

3. Reassemble into the small group into a circle and have the students report on the small group discussions.

4. The instructor shares the correct answers, opens the floor to discussion, and observes the group process.

5. Ask for process observations from students, and share your own (instructor) observations.

6. Ask if the objective of this hour was met, and summarized.

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as a thing and not a person, because of their sex, is sexist behavior.

c. This attitude offends and depersonalizes both men and women. This attitude toward women seems to perpetuate the idea that women only exist to serve male desires.

7. Identify what C/Is can do to prevent sexism from interfering with the helping relationship. The best way to start is to make changes in ourselves.

a. Become aware of your feelings and reactions toward women.

b. Evaluate your attitudes and behavior toward women. Notice how your attitudes and behaviors toward women affect their feelings. If your behavior is questionable or inappropriate, change it.

c. Know the regulations, policies, and doctrines concerning women in the Air Force as well as female DAF civilians.

d. Confront others who discriminate on the basis of sex.

e. Treat people as individuals who are to be valued for their individuality.

f. Try not to stereotype.

APPLICATION/EVALUATION

1. How might your female clients react to paternalism from the C/I?

2. How might your female clients react to sexist language from the C/I?

3. How might your female clients react to stereotyping from the C/I?

4. Give an example of the use of a double standard?

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during interviews with female clients. This action can compromise the faith and confidence of the client and severely restrict the clients being interviewed.

5. Identify sexist language that often comes up during interviews. group counseling, education classes, or in day to day conversations of C/Is.

a. C/Is who use sexist jokes or words show a lack of sensitivity for the feelings of women, run the risk of having their clients "turn them off".

b. Because sexist language is so common, C/Is may find it difficult to confront in clients/associates, particularly in groups.

(1) It will be necessary to confront such language in environments that the C/Is control (classrooms, counseling sessions, human relations councils, etc.)

(2) When the language is confronted, clients/associates will know where you stand on this issue.

6. Explain that treating women as sex objects is one of the most difficult attitudes to identify.

a. The line between appreciating sexuality and sexism seems to be very thin as times.

b. Appreciating a woman's or a man's sexuality is a normal feeling. Having sexual feelings toward the opposite sex is not sexist.

c. When comments are made that indicate a woman or a man is to be used rather than appreciated, that is sexist.

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d. Generally, treating anyone

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c. These attitudes do not allow women to be treated as individuals and block communication between the client and the C/I. Because the C/I doesn't hear or respond to the clients needs, the client does not get the help she needs.

3. Identify paternalism as a very protective attitude that assumes that women are not capable of taking care of themselves, so someone should do it for them. This is usually seen as a favor to women.

a. Paternalism keeps women from accepting responsibility for their actions.

b. While some women may encourage/reinforce this attitude, most women neither want nor need the kind of help that says they are helpless.

c. Complying with the client's paternalistic wants may not be best for her.

d. Paternalism often serves C/Is by making them feel useful, important, or superior, and, at the same time, it does not help the client.

e. A good question to ask is, "Am I doing this because the client needs the help or because it makes me feel good?"

4. Explain that double standards often take two forms: differences in behaviors to be accepted and requiring a chaperon to be present with female clients.

a. C/Is somtimes will accept behaviors of men as normal and the same behavior from women as inappropriate.

b. Some C/Is require a chaperon

promotion and responsibility than civilian life.

b. Many women get the chance to find out just who they are without being role-bound at home.

c. There is still a long push before women are considered a truly professional equals.

EVALUATION/APPLICATION

1. What are some examples of personal/sexism?

2. How might the lack of successful female role models affect women in the military?

6j. CRITERION OBJECTIVES: Identify counselor/interviewer attitudes and actions toward female clients and their impact on the helping relationship, and the actions counselors/interviewers can take to prevent sexism from interfering with this relationship.

1. Explain that how women are treated as clients is dependent upon the attitudes of the counselor/interviewer (C/I).

2. Explain that stereotyping women or an individual woman may be based on the C/Is idea of what a woman "should be" or "should do".

a. C/Is may see women as having "natural" roles to fulfill. When they don't take on those roles, they are considered "odd."

b. Stereotyping can also be the statement, "All_______________ women are alike." The blank can be filled with almost any adjective - black, white, asian, military, etc.

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competent
tough
logical
resourceful

(3) Finding an appropriate and comfortable balance between fimininity and getting the job done can be difficult and frustrating. This involves:

(a) Gaining a new awareness of herself and her environment.

(b) Everyone expecting people to be individuals rather than stereotyped roles of men and women.

4. Identify the third problem women face in the military; lack of role models.

a. There are very few women in the following categories: Senior enlisted officers, or civilian managers, and even fewer minority women.

b. People learn by modeling others to be successful men and women role models.

c. To be a "first in" is a challenge for a women to prove that she can do the job, as well as to learn how to cope with new behaviors without losing self respect and dignity.

d. Women must build new roles for themselves.

5. Today can be an exciting time for women in uniform.

a. There are definite advantages to being in uniform-equal pay, the chance to travel, educational opportunities, and a better chance at

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For example, the woman security police who is not allowed to go on patrol, so she becomes the permanent desk sergeant. This puts her at a disadvantage for OJT, qualifications for her APR, and promotion testing and so, chances are she will not progress as fast as her male counterparts.

3. After inadequate preparation, thrusting women into jobs they cannot handle. Not providing adequate training for women in OJT. While some OJT failures may be the lack of ability on the part of the woman, many are the lack of adequate training by the supervisor.

(c) Shift of responsibility from women to men. This involves not allowing women to supervise men. Many positions have been created just for women so they will not supervise men.

(d) All of these actions are illegal, however, they do take place in the Air Force today.

3. Identify that the second problem she faces is role conflict which comes out of living in an environment that is 90% male.

a. Conflict between being feminine and competent/productive.

(1) Women are encouraged to display the traditional traits of femininity while most jobs require traditional masculine traits.

(2a) Feminine traits

Sexy
Nurturing/compassionate
Illogical
helpless

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(2b) Traits to get job done

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power structure does not often include women.

(f) While subconscious sexism may be unintentional, it still humts, personally and morale in general and may also be illegal.

(2) Conscious sexism is illegal and is intended to hurt/subordinate women. Conscious sexism can be based on a fear of women. This fear results from the belief that men should be superior to women, but that the individual man may not be superior. This man may look for instances in which women are incompetent, to "prove" he is better than women to bloster his sagging self esteem. In this process the man may ridicule woman and even distort reality. Some of the most common forms of conscious sexism are:

(a) Ridicule of women.

1. Cartoons that show military women as sexless and civilian women as over sexed. A good example of this the Beetle Baily comic strip that portrays both stereotypes.

2. Jokes aimed at the conduct of military women with statements like, "All WAF's are whores", "Only lesbians join the military", "If she could get a husband she would get married". While these statements border on slander, they can also hurt and demoralize women.

(b) Programmed failure of women includes:

1. Indiscriminately assigning women to jobs because they are women rather than because they are qualified.

2. Not allowing a woman to do the job she was trained for becuase it serves the supervisor.

individual interpretation of the regulation may be sexist.

b. Personal sexism can be done consciously or subconsciously.

(1) Subconscious attitudes/adverse actions generally are not designed to patronize hurt. Subconscious attitudes/adverse actions may be a product of lack of awareness of women's feelings, but can still hurt, cause bad morale, and diminish job performance. Some examples are:

(a) Use of first name of women and using the rank and title of men with the same rank.

(b) Use of slang that is depersonalized or refer to people as objects.

1. Being cited as "The best female _______ in the Organization".

2. Titless WAF for male clerk typists.

(c) Lack of recognition for accomplishments/contributions.

1. Assuming that a job well done by a women is "to be expected" and the same job done by a man is outstanding, or the reverse.

(d) Exclusion of women

1. Overlook women when invitations are passed out.

2. Exclusion from discussions of on duty as well as off duty happenings, sports, and pastimes.

(e) Forgetting to plan for women's unique needs. This generally comes from being unaware of the needs of the women since the

the egos of insecure men. By keeping women oppressed, they think they can maintain their "superior" positions.

EVALUATION/APPLICATION

1. Define sexism

2. Explain how sex role stereotyping has perpetuated sexism.

3. Explain how job discrimination has perpetuated sexism.

PRESENTATION

61. CRITERION OBJECTIVE: Identify problems women in the military face.

1. Explain that when a woman decides to join the Air Force, she must first face the attitudes of friends and family-some negative some positive. However, when she puts on the uniform she faces a whole new set of problems.

2. Identify that the first problem she faces is discrimination. Discrimination occurs in basically two types: Instutional and personal-

a. Instutional sexism has changed tremendously since 1972.

(1) Regulations governing pregnancies changed to allow women to remain in duty during pregnancy.

(2) Most career fields are open to women.

(3) The service academies are now open to women.

(4) Training prerequisites have changed to insure qualified women and men are assigned to jobs.

(5) While many regulations that instutionally discriminate against women have changed, the

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(b) Latino women as subservient;

(c) Asian women as geshias.

3. Explain that both men and women lose in a sexist system and the price for maintaining their positions can be high.

a. Women and men are limited to the male and female roles they are assigned at birth, and not allowed to develop their full potential as people.

b. Reduced productivity on the job is the most tangible price.

(1) When people are not permitted to use all their skills, they become demotivated and mission accomplishment suffers.

(2) Any organization that uses only half its work force can only accomplish half its mission.

c. People who feel they are not treated fairly often turn to resentful, nonproductive, or counterproductive actions, such as

(1) The "cold shoulder", silence, doing minimal work.

(2) Sharing their resentment among their peers.

(3) Plotting revenge or passive resistence.

d. Some women and men may have an interest in maintaining a sexist system.

(1) The system allows women to not take responsibility for themselves or their actions.

(2) The system may bloster

superiority-that males are the ones who do everything.

d. Social customs and courtesies are based on the idea that women are weak and need to be protected or given special consideration becuuse they are female.

(1) Examples are opening car doors, lighting cigarettes, carrying packages, standing when women enter a room, giving women seats on buses.

(2) These courtesies are nice considerations when extended becuse the man wants to do them - not when he feels he has to. Women do not need these things done for them. Infact, one might open a door for any person, regardless of sex.

(3) These customs have kept men and women locked in the roles of "female" and "male" rather than "people" role.

e. Media images of women have projected all the sterotypes imaginable. These include; everything from movies to television programs, commercials, and magazines.

(1) Women are projected in traditional roles of mother, wife, or pretty little things who need only be pretty.

(2) Images of minority women have displayed both the racist and sexist stereotypes.

(a) Black women as strong, fat, matriarichs;

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to rise with educational attainment, it rises far less for women.

1. White women tend to make only a little more than half the earnings of men with some education.

2. Of fulltime workers, minority women earn slightly less than white women.

3. 63% of women workers are in clerical, sales, and service jobs. Compared to 20% of men in the same fields. THese are generally the low paying jobs.

(b) Job discrimination is very effective at preventing economic independence for women and therefore effective in maintaining male dominance.

1. It is very difficult for a woman to make the same pay as a man with comparable education.

2. There, women are faced with the difficult choice of being dependent on a man for income or living on half the standard of living she may other wise have.

c. Language used when referring to women is probably the most common form of sexism.

(1) Use of slang terms that refer to women as property or sex objects to be used by men, e.g. piece, hammer, broad, dumb broad, chick, girl when referring to adult women.

(2) In written communication using non-neutral language; ie., masculine pronouns when referring to women and men.

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(3) All of these examples seem small, but they allow men to deal with women as objects rather that as people and perpetuate the stereotypes of male

(2) Some of the common stereotypes are:

Women are	Men are;
passive	aggressive
weak	strong
emotional	unemotional
illogical	logical
sexy	tough

(3) This stereotyping is based on cultural, social, religious traditions.

(a) Traditionally (culturally, religiously, and socially) men have been stereotyped as the physical and emotional superior of women.

(b) Both men and women have brought into and continued to believe this stereotype. Men because thay could maintain dominance and women because they did not have to accept responsibility.

(c) Women are now questioning the ideas of male supremacy and stereotyped roles for people. Some men are beginning to see how much they are restricted by these stereotypes, too.

b. Identify job discrimination as the most effective means of perpetuating sexism.

(1) Despite legislation (The Civil Rights Act of 64 or the 14th Amendment) on sex discrimination in employment, job discrimination still exists. (World Almanac 1976 and U. S. Department of Labor & Women's Rights Almanac 1976).

(a) While income tends

(1) The verbal assualt on the street;

(2) A "well meant" sexist joke told by a co-worker, husband or friend;

(3) Lower pay at work;

(4) Television commercials:

(5) To song lyrics

d. "I want a paper doll that I can call my own." "As long as he needs me."

2. Explain that Sexism in the United States is perpetuated by a number of factors which include the following:

a. Sex role stereotyping as the system of separating by sex, roles people play in society and labeling them as "male" or "female" roles.

(1) Sex role steretotyping starts very early by such actions as:

(a) baby girls get pink and frilly things

(b) little girls are given dolls and doll houses and told not play with her brother's chemistry set.

(c) little boys are discouraged from playing with dolls or reading poetry.

(d) the list can go on and on with what girls "should" be and what boys "should" be.

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OVERVIEW

1. Cover lesson objectives with the students.

2. Discuss the lesson chronology.

a. Today's lecture will cover the definition of sexism and the major factors that have prepetuated sexism in the United Statss.

b. Some problems women in the military face.

c. Finally, how some of the attitudes and actions that interfere with helping relationships, and how to overcome them.

TRANSITION

Let's begin by taking a look at what is sexism.

BODY (3 hrs 45 Min)

PRESENTATION

5h. CRITERION OBJECTIVE: Identify the definition of the term sexism and the major factors that have perpetuated sexism in the United States.

1. Identify sexism as any attitude, behavior, or institutional structure which subordiantes a person or group because of sex.

a. Sexism may be directed at men as well as women.

b. Men are as restricted as women by sexist attitudes, actions, and institutional structures.

c. Sexism can be everything from

PART II - TEACHING GUIDE

INTRODUCTION (5 Min)

ATTENTION

During the last four to five years there have been dramatic changes in the number and treatment of women in the military. These changes have been a direct reflection of the renewed awareness of the position of women in our society.

As we sit here today there are women being sworn into the military with many more waiting for a chance to join.

This growth was caused by a need for people power, but the military establishment wasn't really prepared for all the logistical as well as attitudinal problems this growth has caused. One interesting thing is that many of these situations aren't that new, because women, military and civilian have served in many military capacities before and especially during WW II. Despite this, many women are still trying to prove that they can do the job to the public, to Congress, to the military leadership and even to their co-workers.

MOTIVATION

Many people see the changes as affecting women only. Everyone is affected by the new awareness of women espacially Social Actions Specialists. You will not only need more knowledge, but you will also need more sensitivity to the problems women face.

BEHAVIOR WHICH BLOCK AUTHENTIC RELATIONS

BEHAVIORS OF BLACKS

- Confrontations too early and to harshly.
- Rejection of honest expressions of acceptance and friendship.
- Pushing Whites into such a posture that learning and re-examination is impossible.
- Failure to keep a commitment and then offering no explanation.
- "In-group" joking, laughing at Whites in Black culture language.
- Giving answers that Blacks think Whites want to hear.
- Using confrontation as the primary relationship style.
- Isolationism.

BEHAVIOR WHICH FACILITATE AUTHENTIC RELATIONS

BEHAVIORS OF BLACKS

- Showing interest in understanding White's point of view.
- Acknowledging that there are some committed Whites.
- Acting as if "we have some power" - and don't need to prove it.
- Allowing Whites to experience unaware areas of racism.
- Openness.
- Expression of real feelings.
- Dealing with Whites where they are.
- Meeting Whites half-way.
- Treating Whites on one-to-one basis.

Social Actions Training Branch
Lackland AFB, Texas

LP-AA/BB-I-6 (4)
1 August 1978

AUTHENTIC RELATIONS EXERCISE ANSWER SHEET "B"

PART IV - BLACKS ONLY

	ASSUMPTIONS WHICH BLOCK AUTHENTIC RELATIONS
ASSUMPTIONS BLACKS MAKE	- All Whites are alike. - There are no "soul brothers" among Whites. - Honkies have all the power. - Whites are always trying to use Blacks. - Whites are united in their attitude toward Blacks. - All Whites are racists. - Whites are not really trying to understand the situation of the Blacks. - Whitey's got to deal on Black terms. - Silence is the sign of hostility. - Whites cannot and will not change except by force. - The only way to gain attention is through confrontation. - All Whites are deceptive. - All Whites will let you down in the "crunch."
	ASSUMPTIONS WHICH FACILITATE AUTHENTIC RELATIONS
ASSUMPTIONS BLACKS MAKE	- Openness is healthy - Interdependence is needed between Blacks and Whites. - People count as individuals. - Negotiation and collaboration are possible strategies. - Whites are human being and whether they should or not do have their own hang-ups. - Some Whites can help and "do their own thing." - Some Whites have "soul."

Attachment 4

	BEHAVIOR WHICH BLOCK AUTHENTIC RELATIONS
BEHAVIOR OF WHITES	- Interruptions. - Condesending behavior. - Offering help where not needed or wanted. - Avoidance of contact (eye-to-eye and physical). - Verbal focus on Blacks behavior rather than White behavior. - Insisting on playing games according to White rules. - Showing annoyance at Black behavior which differs from their own. - Expressions of too-easy acceptance and friendship. - Talking about, rather than to, Blacks who are present.
	BEHAVIORS WHICH FACILITATE AUTHENTIC RELATIONS
BEHAVIORS OF WHITES	- Directness and openness in expressing feelings. - Assisting other White brothers to understand and confront feelings. - Supporting self-initiated moves of Black people. - Listening without interrupting. - Demonstration of interest in learning about Black perceptions, culture, etc. - Staying with and working through difficult confrontations. - Taking a risk (e.g., being first to confront the differneces). - Assuming responsibility for examining own motives and where they are.

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	ASSUMPTIONS WHICH FACILITATE AUTHENTIC RELATIONS
ASSUMPTIONS WHITES MAKE	- Blacks want a responsible society. - Blacks are capable of managerial maturity. - I may be part of the problem.

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AUTHENTIC RELATIONS EXERCISE ANSWER SHEET "A"

PART III - WHITE ONLY

	ASSUMPTIONS WHICH BLOCK AUTHENTIC RELATIONS
ASSUMPTIONS WHITES MAKE	- Color is unimportant in interpersonal relations. - Blacks will always welcome and appreciate inclusion in white society. - Open recognition of color may embarrass Blacks. - Blacks can be stereotyped. - Blacks are trying to use Whites. - White society is superior to Black society. - "Liberal" Whites are free of racism. - All Blacks are alike in their attitudes. - Blacks are oversensitive. - Blacks must be controlled.
	ASSUMPTIONS WHICH FACILITATE AUTHENTIC RELATIONS
ASSUMPTIONS WHITES MAKE	- People count as individuals - Blacks are human--with individual feelings, aspirations, and attitudes. - Blacks have a heritage of which they are proud. - Interdependence is needed between Whites and Blacks. - Blacks are angry - Whites cannot fully understand what it means to be Black. - Whiteness/Blackness is a real difference but not the basis on which to determine behavior. - Most Blacks can handle White's authentic behavior and feelings.

BLACK/WHITE BEHAVIOR SCALE

PART II - BLACKS ONLY

Now that you have rated your assumptions concerning Whites, we are interested in your behavior. Place a check next to the behavior closest to your own.

____ Confrontation to early and to harshly.

____ Showing interest in understand White's point of view.

____ Acknowledging that there are some committed Whites.

____ Rejection of honest expressions of acceptance and friendship.

____ Acting as if "we have some power"--and don't need to prove it.

____ Allowing Whites to experience unaware areas of racism.

____ Openness.

____ Expression of real feelings.

____ Pushing Whites into such a defensive posture that learning and re-examination is impossible.

____ Failure to keep a commitment and then offering no explanation.

____ "In-group" joking, laughing at Whites--in Black culture language.

____ Giving answers Black think Whites want to hear.

____ Using confrontation as the primary relationship style.

____ Dealing with Whites where they are.

____ Meeting Whites half-way.

____ Treating Whites on one-to-one basis.

____ Isolationism.

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AUTHENTIC RELATIONS EXERCISE WORKSHEET "B" (Part II Blacks)

BLACK/WHITE ASSUMPTIONS SCALE

PART II - BLACKS ONLY

Place a check next to the assumptions which would best describe the way you feel.

____ All Whites are alike.

____ There are no "soul brothers" among Whites.

____ Openness is healthy.

____ Interdependence is needed between Blacks and Whites.

____ People count as individuals.

____ Honkies have all the power.

____ Whites are always trying to use Blacks.

____ Whites are united in their attitude toward Blacks.

____ All Whites are racists.

____ Whites are not really trying to understand the situation of the Blacks.

____ Whitey's got to deal on Black terms.

____ Negotiation and collaboration are possible strategies.

____ Whites are human beings and, whether they should or not, do have their own hang-ups.

____ Silence is the sign of hostility.

____ Whites cannot and will not change except by force.

____ The only way to gain attention is through confrontation.

____ All Whites are deceptive.

____ Some Whites can help and "do their own thing."

____ Some Whites have "soul."

____ All Whites will let you down in the "crunch."

BLACK/WHITE BEHAVIOR SCALE

PART I - WHITES ONLY

Now that you have rated your assumptions concerning Blacks, we are interested in your behavior. Place a check next to the behavior closest to your own.

____ Interruptions.

____ Condescending behavior.

____ Offering help where not needed or wanted.

____ Directness and openness in expressing feelings.

____ Assisting other White brothers to understand and confront feelings.

____ Avoidance of contact (eye-to-eye and physical).

____ Supporting self-initiated moves of Black people.

____ Listening without interrupting.

____ Demonstration of interest in learning about Black perceptions, culture, etc.

____ Verbal focus on Black behavior rather than White behavior.

____ Insisting on playing games according to White rules.

____ Showing annoyance at Black behavior which differs from their own.

____ Staying with and working through difficult confrontations.

____ Taking a risk (e.g., being first to confront the differences).

____ Expressions of too-easy acceptance and friendship.

____ Assuming responsibility for examining own motives--and where they are.

____ Talking about, rather than to, Blacks who are present.

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AUTHENTIC RELATIONS EXERCISE WORKSHEET "A"

BLACK/WHITE ASSUMPTIONS SCALE

PART I - WHITES ONLY

Place a check next to the assumptions which would best described the way you feel.

____ Color is unimportant in interpersonal relations.

____ Blacks will always welcome and appreciate inclusion in White society.

____ People count as individuals.

____ Blacks are human--with individual feelings, aspirations, and attitudes.

____ Open recognition of color may embarrass Blacks.

____ Blacks have a heritage of which they are proud.

____ Blacks are trying to use Whites.

____ Independence is needed between Whites and Blacks.

____ Blacks are angry.

____ Whites cannot fully understand what it means to be Black.

____ Blacks can be stereotyped.

____ White society is superior to Black society.

____ "Liberal" Whites are free of racism.

____ All Blacks are alike in their attitudes.

____ Whiteness/Blackness is a real difference but not the basis on which to determine behavior.

____ Most Blacks can handle White's authentic behavior and feelings.

____ Blacks want a responsible society.

____ Blacks are oversensitive.

____ Blacks are capable of managerial maturity.

____ Blacks must be controlled.

____ I may be part of the problem.

Attachment 1

Declaration of Independence, have had more than sufficient cause or provocation to be revolutionary oriented. Indeed, our historical oppression or suppression has been much greater than "the tyranny of England" experienced by the early American colonists. This reality was expressed most eloquently by Ernest W. Chambers, a Black Representative in the Nebraska State Legislature. Chambers said: "In your background and history you have a revolution, of which you are very proud. You celebrate July 4th as Independence Day because you stood up against the British empire and told them to go to hell. Your ancestors committed treason, and you celebrate it now and you were not treated nearly as badly as Black people in this country...

"As Malcolm X said, we're catching more hell than Patrick Henry ever saw or thought of. Patrick Henry wouldn't have been able to take it. You can understand Patrick Henry and make a hero out of him to me in school, but then you're going to turn around and condemn us when we use peaceable methods, like Father Groppi and other individuals, to get the rights that your constitution promised us."

**The statement that "the overwhelming majority of Black Americans have never favored overthrowing the American system" should not be misconstrued or interpreted to mean that Blacks are content with the status-quo in the American socio-economic arena. Indeed, there is a consenus among informed, progressive Black Americans, that the American system is in need of radical reform since national wealth and power are not equitably distributed, with Blacks having an extremely small, disproportionate share of both resources and power.

Although Marxism or communism has some appeal to a relatively small number of Blacks, including certain intellectuals and activists, the politico-economic views of most progressive Blacks, as reflected in their writings, speeches or actions, generally are attuned to those of the late Dr. Martin L. King, Jr. Dr. King wrote: "Truth is found neither in traditional capitalism nor in classical communism. Each represents a partial truth. Capitalism fails to see the truth in collectivism. Communism fails to see the truth in individulism. Capitalism fails to realize that life is social. Communism fails to realize that life is personal. The good and just society is neither the thesis of capitalism nor the antithesis of communism but a socially conscious democracy which reconciles the truths of individulism and collectivism."

MAJOR GEORGE E. MIMS

because it reveals a great deal about black behavior patterns and it really reflects reality as I see it.

So our behavior reflects resiliency and that includes survival and achievement, not only collectively but achievement individually. And that is why I love Black History because you can see many phenomenal achievements by blacks under the most adverse circumstances. A black man for example revolutionalized the shoe industry, the sugar industry, revolutionalized southern agriculture, etc. Dr. George W. Carver really and literally saved the south. And, did you know that many industries are direct by-products of some of his ingenius schemes in working with peanuts and potatoes - hair dyes, sprays, many things that you use today are direct products of black achievements and I could run the list down, but you are probably getting it from somebody else this week so I don't want to spend your time talking about black achievements; but the point is, the list is very long of those blacks in America who have achieved under the most difficult of circumstances. And when one takes a look at the entire spectrum of Black History, especially if one is Black, one cannot help but come away with a deep sense of pride for his or her heritage and with pride in one's ancestors. I certainly am. If the choice were mine, I wouldn't choose any other ethnic group other than Black because of that particular reality. I'm exceptionally proud to be black, proud of what many of my ancestors did, proud of the type of humilitation and dehumanization that they were able to withstand and still survive. I'm proud of their great achievements. We have a long way to go, of course; we cannot rest on our laurels; we have a long way to go. In the black community today, for example, about 42% of black families are making $5,000 per year or less. About 25% of blacks today live in dilapidated or substandard houses. We have a 13% rate of unemployment that is going up, and there is a long list of statistical perameters to tell you that "things ain't good" in the black world. Indeed, anyone who thinks that the battle is won is living with a dangerous set of delusions. The battle is not won. We have a long way to go, but I am personally confident that if we look to our heritage and tradition that our ancestors established for us, if we continue with the type of behavior patterns that were established in the past, if we begin now to move towards more sophisticated organization of the black community, planning and programming our resources for optimum development and self-help, if we now demand of this society our full human rights and dignity as free Black men and women - then, although we may not have overcome yet, I do believe that we will or we shall indeed overcome.

Thank you very much. (Applause)

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*Although there has not been a genuine or classical Black revolution in America, Black Americans, based upon concepts expounded in the American and you know what it means - there just "ain't no way" that you can do that logically. It takes a certain demented mentality to call people lazy under those circumstances. You can't do it. And all you have to do is examine any number of statistical parameters and you will find support for a strong achievement orientation.

Let's take the high school, for example. Black youngsters are now finishing high school at virtually the same rate as their white counterparts. The average or median number of years of schooling by blacks, ages 25-29, is 12.4 vs 12.7 for whites. We have just about caught up with the whites as far as staying in school. This wasn't so a few years ago. So our youngsters are staying in school. They are working hard although many more can't afford a college education. If you examine the formal degrees of black teachers in the south, for yet another example, you will find that black teachers in the south collectively, or on the average, have more formal education than white teachers. Did you know that? That's not an opinion, that's a fact. Why - because black teachers know that they have to have, a little bit more to get or stay even in society, the same thing that their mother taught them. So we have a very strong achievement orientation. No, we are not lazy, not collectively, although I know some individually lazy black folks and some individually lazy white folks, and individually lazy all kinds of folks. But collectively, we have a very strong achievement orientation.

We also tend to be, collectively, rather conservative. That might fool some people. Blacks tend to be conservative and that is what this book is about which I mentioned earlier, The Jesus Bag, written by two black psychiatrists, Dr. Cobbs and Dr. Grier. Blacks tend to be conservative - why - because it is an enforced conservatism. We don't have anything to conserve, we have less than any other group in the country excluding perhaps the Native American Indians, but it is sort of enforced conservatism. The Jesus Bag concept is one you ought to study. What it really boils down to in very simple terms - and I know my time has run out, and I'm going to stop here in a couple of minutes, but I warned you when I got up here that I didn't know when to stop - The Jesus Bag concept boils down to this: Because of white oppression in America, it has made black people hostile and angry, but because of white power in America, blacks have not been able to reveal their anger and their hostility, and in addition to that, because blacks have received what I call sanitized religion, in other words, "servant obey your master" and "turn the other cheek," we tend to rationalize our failure to fight back and as a result of that we become rather conservatively oriented and that is what they call The Jesus Bag. Now you might have to process that for awhile, that is pretty heavy. (Laughter) That's The Jesus Bag. You ought to check out that book

Now, some black folks might not want to admit this but we have become somewhat manipulative and deceptive in order to survive, smiling sometimes when we are hurting on the inside. Some people may call this "Uncle Tomism"; call it whatever you want to; I say it is surviving. Surviving - not saying everything you want to say. I am speaking more freely today, for example, than I have ever been able to speak and I haven't changed anything essentially in my racial philosophy. My message basically has been the same, one of human dignity. We couldn't say these kind of things I am saying today and survive - not even five years ago. You know, a few years ago, I couldn't be your speaker, General, and talk like I'm talking, and even today I still might not get away with it. (Laughter) I couldn't talk like this up until a few years ago, and not only that, I wouldn't do it because I knew I had to survive, and I knew what would happen to me. In fact, I know in just speaking and writing moderately in the past on the race issue, I know what has happened to me. I just wish I had time to tell you the story of my military career. So we have become somewhat deceptive and manipulative in order to survive.

There are some people, of course, who think that we are also very "cheerful". When I use that word, however, I put it in quotation marks. Yes, we sometimes smile and appear cheerful and we dance and sing soulfully, but again that "cheerfulness" many times disguises inner turmoil. You have to display a certain amount of happiness just to keep from destroying yourself on the inside because life in America for blacks has been very, very difficult, much more difficult than the average white person has even conceptualized or realized. Very difficult. So, we have developed a strong degree of resiliency, the ability to bounce back, the ability to survive.

And we have also developed what I call a strong achievement orientation. The average black kid comes up, his mother and father tell him, "Get out there and work hard because you have got to have twice as much as they (whites) have in order to get ahead." That's a reality. That's a strong achievement orientation which is just the opposite of the stereotype of blacks, the stereotypes that blacks are lazy folks. But, just the opposite reflects reality. In fact, I use a theory in my classrooms which I call the 180 degree reality theory. Everytime someone says something derogatory about us, look out at 180 degrees and you will find the truth. Just the opposite is the truth and I can give you many examples in support of this theory.

Unquestionably, we have a strong achievement orientation; collectatively, we are not lazy at all. Indeed, how could anybody call a group of people lazy who worked 240 years for them free while some other people have been sitting on their gluteus maximus - that is a medical term, You ought to read the book; it is very important. The point is, and Dr. Frankle said it best in talking about the Jews in this context, and I quote him, he says, "Abnormal behavior in an abnormal situation is normal behavior." So, if a black man is hostile, and if he's alienated, instead of calling that abnormal or a "character and behavior disorder" like our commanders and supervisors are doing, and throwing the man out, they would look upon that as normal behavior and try to better communicate with this man and determine the source of that so-called misbehavior. More importantly, they should understand the interrelationship between their behavior, the commander and supervisor, and the behavior of those being considered for discharge. Unfortunately, many supervisors and commanders are simply bigots who have genuine character and behavior disorders, and that is documented too. I can say that now. Admiral Elmo Zumwalt, former Chief of Naval Operations, said it best, in talking about the Navy, and he was beautiful in my opinion. He said, "We have some admirals, some captains, we have some commanders, we have some supervisors at all levels in the Navy who are racists, some who are aware of it and many who are not aware of it." You know, for speaking so forthrightly, some people tried to hang him. Did you know that? I won't call any names because I know something about personal survival. (Laughter) And that incidentally is another black behavior pattern.

We are experts in the art of survival. (Laughter) We didn't survive these 400 years without some special survival skills. We know how to survive, at least physically. So, we have developed a number of survival techniques - which brings me to my final point: black behavior patterns are characterized by what I call "resiliency," the ability to bounce back, the ability to stay afloat, the ability to "make it," regardless of how bad things are or how things have been. Some people look at us and say, "How did you do it? I don't see how you took it so long." We have white officers now in the race relations program, which gets to be very intense, very emotional, white officers in the drug abuse program, which also gets somewhat emotional - these officers do what we call "burn-out." They leave the program because things are so hot; they can't take it. And I tell them, "Hey, you can 'burn-out' all you want to. You know, I've been doing this all of my life, physically and emotionally struggling to survive, and there is no way that I can afford to 'burn-out'." I would have died long ago if I would have permitted pressure, and a little bit of heat to burn me out.

Harry Truman once said, "If you can't stand the heat, get out of the kitchen." (Laughter) Well, you see, black folks can't get out of the kitchen because it is all around us. There ain't no way you can do that. (Laughter) You can't get out of the kitchen, it's all around you. So one of our behavior patterns is that we have learned to survive, and we have developed these survival skills that often can be identified.

corrected, many of them - and especially in the area of Administrative Discharges. There are many Black Americans receiving questionable and unjust discharges in the Air Force, Army, and Navy. In the Air Force we have a regulation, 39-12, Administrative Discharges, and I have seen many young black men mistreated, using that particular regulation. They put them out on things like this: He has a "character and behavior disorder." This is getting to be very sensitive folks, I'm going to tell you, this kind of stuff can get me fired and I want you to know that. (Laughter) I want you to know that but I'm going to say it anyway because it needs to be said. Character and Behavior Disorder - now what's a character and behavior disorder? When I served as Social Actions Officer at Udorn Thailand, we had on the average of five blacks every month being put out of the service on the basis of character and behavior disorder. I think the real problem here is that many commanders, many supervisors, don't recognize what I call "black psychology." Black folks are different from white people. A young Black man, for example, who comes up in a so-called ghetto area, hostile, alinated because not only has he been mistreated, because his parents has been mistreated, he is hostile, he is alinated, he is a different human being. The first sergeant or commander looks at him and says, "Well, we only have one color in the Air Force, that's Air Force Blue." You don't. We have different types of people, all together. In fact, we have such a different type of people with many blacks, that this difference in the degree reflects a marked difference in kind. And we fail to understand this reality; indeed many supervisors or commanders never read anything on black psychology, not to even mention Black History. They never picked up a book, don't know anything and that is one reason why the Air Force, belatedly, now officially recognizes this problem. We have race relations classes, we are trying to get people oriented to thinking about other people and their problems, background or sensitivities. And so, as a result of ignorance and racism, many young black people were getting ripped off with 39-12 discharges, character and behavior disorders, and it is still happening in 1975.

I am, of course, very much concerned about this reality over at the School of Social Actions. An analogy I think is very appropriate. If you study the record of the Jews in World War II, the concentration camps, and there is a very good book on this event which I highly recommend to you; it's entitled, Man's Search for Meaning, by Dr. Vicktor Frankle, a Jewish psychiatrist. He wrote about the behavior of the Jews in the concentration camps during World War II - their alienation, hostility, their apathy, imitating their oppressors, the kind of things that a concentration camp experience would make one undergo psychologically. And there is a very close parallel to Black Americans collectively, in relation to this Jewish experience in World War II.

are interrelated.

To bring this subject a little closer home, we had another study - I'll tell you, we have a lot of studies on black folks, I'll tell you, I'm so tired of studies - we had another study in the Department of Defense in 1972. Secretary Laird, receiving a significant number of complaints from Blacks about the administration of military justice, Article 15s and Court-Martials - the things that we are "experts" on in the military - set up a Commission, the proper title of that commission was the Department of Defense Task Force on the Administration for Military Justice. Again, lo and behold that commission found out what black people knew all the time, that black people in the military were getting ripped off on Article 15s, they were getting ripped off on court-martials, they were getting ripped off on punitive discharges. It simply confirmed that reality. So I'm not giving you my opinion. If I had said this a few years ago, you know, I probably would have been fired, you see? But now it's official, it's documented. (Laughter) We've got the record on our side. I knew this all the time, of course; it's nothing new to me. Nothing new. We've been getting ripped off for a long time, ever since the days of slavery. Slavery was a rip-off, so now we have the official record; in fact, they reported that in the Air Force, although Blacks constituted only about 11% of the force at that time, they were receiving 32% of the Article 15s or non-judicial punishment. Some of you civilians may not be too familiar with our punishment procedures, but let's put it this way, we are getting ripped, ok? We were getting it. (Laughter) They took a look at the military prisons for an example. Incidentally, they didn't call them prisons. We have a nice euphemism for them, we call them "correctional institutions" and all kinds of things, like "Lowry Retraining Group". You know, it's a prison, man, you call it whatever you want to. You're behind those walls and can't get out. (Laughter) Your're in prison, you know, that's what it really boils down to, and they looked at the Air Force prisons and found out that the population was about half black only with about 11% of the population. And again, it gets back to this interrelationship. Why is this so? Well, would you believe that the DOD Task Force found the same thing that the Kerner Commission found out, that racism created this situation. And they used another word that I had never heard of, they called it "systemic" racism (Laughter), and I must retort that racism is racism, institutional, sophiscated, endemic, systemic, use all the big words you want to, somebody is ripping me off. That is exactly what it boils down to and they found the same thing, so there is an interrelationship between black behavior patterns and white patterns, and again, it is reflected in a large number of studies.

One of the things that I am very concerned about today is that the injustices that were uncovered by the DOD Task Force, still have not been

Enough for that particular generalization. The distortions in history as reflected in current realities -we could talk more on that for a long time. But let's deal with another, and I think more important, generalization about Black Behavior patterns: Black behavior patterns are interrelated with white behavior patterns at a collective level. That may seem rather simple to some people, but I can assure you that it is not very well understood on the national or local level. All we have to do in support of this view is to take a few examples.

From 1955, for example, to 1970, Black Americans, collectively, not all of us, not enough of us as far as I am concerned, but collectively, Black Americans were engaged in a massive series of demonstrations, sit-ins, wait-ins, walk-ins, lay-ins, all other kind of "ins" in order to gain some basic and simple elements of human dignity. This is what some people call the "revolution" which I say was nothing but a simple rebellion, and it never, in effect, attained for us those things that we fully wanted. But, again with this social upheaval that was going on, many people did not understand that interrelationship of behavior patterns. In fact, they were saying, "Hey, what's wrong with you Black folks." And the historical pattern where there has been problems in race relations, the historical pattern has been anytime there is anything wrong or seemingly wrong in race relations, let's send some high paid sociologist of psychologist down to the black community and see what them "niggers" are all about.

That has been the historical pattern, and so it happened again, and in fact, in 1968 President Johnson appointed the Kerner Commission to find out why black folks were rioting and burning up the cities. If he'd come to black people we could have told him (Laughter); we knew all the time, he didn't have to pay that high commission to go out to the communities to find out why "niggers" were rioting. You know, really, we already knew, we could have told you and saved you a lot of money, you know. But people have to study the problem. (Laughter) They have to study it, which is another way of prolonging any action and getting it corrected incidentally - personal opinion. But even this conservatively oriented commission came back and they said, "White Racism" is responsible for all these riots. I will tell you what happened after that - you already know - a lot of white people went right up the wall, and many people are still up there. They have never accepted that interrelationship between black behavior and white behavior. That has never been accepted, and even today, in 1975, that is not accepted. It is a cause and effect relationship. Racism caused the riots, they can't see that. Again, I say, it looks very simple. But you ask many people today why this is so and they say, "Hey, niggers are crazy; they are burning up their own neighborhoods." They fail to see the relationship between black behavior patterns and white behavior patterns, but they the situation of Black Americans apart from the Civil War which was not a black revolution per se. The Black situation has always reflected a gradual evolutionary process which at times has been more intense than at other times. And I prefer using the term "rebellion" because there never has been any genuine or classical black revolution. It's a semantic game. If you want to play your games and say, "Hey, we got a revolution," ok, go ahead and play your games. I can assure you tomorrow we are going to be just about here and it could be like in 1970 time frame. We could be back down here, retrogressing in some respects. So we haven't had a revolution and there are some people in the news media who are trying to make us think we are having a revolution, perhaps so that a real revolution won't occur.* But there never has been any black revolution and this is yet another distortion of a black behavior pattern.

The overwhelming majority of Black Americans, and I'm not telling you my opinion, I'm giving you scientific information, the overwhelming majority of Black Americans have never favored overthrowing the American system. All the overwhelming majority of Black Americans ever wanted was a "fair share of the pie" - human dignity, to be treated like human beings like all other Americans. It is just that simple, why tear down something that you want a part of, it makes no sense. This is not to say that a few Black Americans have not been revolutionary oriented; there have been some, very few, a very small number, but I think the myth of the black revolution is another one of the distortions of black behavior patterns, and it has some very far reaching implications.**

Another myth - the myth of integration. Sometimes you hear some of our white friends say, "Hey, what do black folks want?' There is Boston and there are many other things that upset people and some whites claim that Blacks are not satisfied unless or until they are sitting next to a white or going to school or living in a white neighborhood. So integration is seen as an end per se and oh how the concept has been distorted. The reality is, the goal again of the overwhelming majority of Black Americans - again, I can set this up for you scientifically - has not been integration for the sake of integration. Integration is and has always been only a means towards an end - the end is quality education. Black folks simply want the best of education like anyone else. (Applause) It is a means; it is not an end within itself. Many people may flatter themselves, saying in essence, "Hey, these black folks want to live next to me, they want to sit next to my child." Indeed, there is no intrinsic value per se in integration. It is only a means and not an end and I think you ought to understand that. Quality education by any means necessary is my particular philosophy.

Now, I ask you, did Black folks behave that way in slavery? Did that reflect our behavior pattern? All you have to do is again read some current history on Black Americans and you will see that the reality of slavery was 180 degrees different than what we call the myth of the happy docile slave. Yes, there were some slaves who were, by force, very docile; I hardly doubt that there were any who were genuinely happy. And you know the tragedy of this kind of thing in the history books is that so many people believe it. I gave a speech in Spokane Washington, for the Democratic Women's Club and I talked very briefly about the myth of the happy slave and I read several quotations reflecting the myth, not this one in particular. I had a young caucasian lady come up to me afterwards in tears; she said, "You mean the slaves were not happy?" She believed this - you know - that may sound rather ludicrous to you ladies and gentlemen, but people believe things that they read in history books - everything, it's like the fundalmentalists with the Bible. Regardless of what is in it, as long as it is there, it is "gospel;" it's true. So, this is very, very difficult, and has caused many problems in our society because people believe these myths, and myths is just a nice word for what I call lies - all right - tell it like it is - lies in history. Slavery, of course, was a combination of things and black people did a number of things, like revolting, people like Nat Turner, Demark Vessey and Gabriel Prosser; one writer has put together 250 documented revolts. So, black people did many things in slavery to protest their particular condition: work slow-downs, put poison in the master's food, there is a long list of things, outright assignations, burning down the master's barn, all kinds of things which contradict this particular myth that they were happy and docile. Here is a gross distortion of a black behavior pattern, a historical lie, and again this is one reason why we really need to study Black History to straighten out some of these lies that have been told and they have some very important implications for 1975, don't you kid yourself, and I could prove that to you if I had the time.

Another historical myth, and in fact it is not so far in history, where black behavior patterns have been distorted, is the myth of the black revolution. Ever so often when you take a look at Time magazine, Newsweek, and U.S. News and World Report they frequently write about the "Black Revolution." Well there never has been and is not now a black revolution in America. Anyone that tells you that they don't know anything about revolutions. A revolution is a cataclysmic change in the social order and it involves violence. The Russians had a revolution in 1917; the Chinese had a revolution, the Cubans had a revolution, Americans had a revolution and obtained their freedom from England, but there never has been a black revolution here in America. There has never been a major cataclysmic change in are giving due recognition to Black History which is very, very important.

Unfortunately however, Black History like the old Black spiritual about heaven - you might of heard the old spiritual - everybody's talking about heaven ain't going there - anybody heard that spiritual? (Audience responds) Well, that is the way Black History is, everybody talks about Black History, but very few people are studying it, and that is the tragedy of it; especially insofar as I am concerned with Blacks. I think we both, all groups and races, whether you are Mexican-American, whether you are Anglo-Saxon, regardless of your ethnic background, I think that because of the significantly large black population in America and because of the historical problems that we have had in this period, everyone in America needs to study Black History. Unfortunately, that is not happening. In fact, I am certified as a faculty member now at San Antonio College and I was not able to conduct a class there because we didn't have enough students registered for the course. So that gives you an idea of the state of Black History in San Antonio in 1975. So everybody is talking about Black History but very few people are really studying it. And that to me is a real tragedy because we cannot understand ourselves and certainly what we are all about until we know something about our history. And believe me, there are far too many people, and I am talking primarily now about black people, who don't know who they are in relation to their ethnic identity. When you see a Black person who is trying to be everything but who they are, you know that they really don't know their history and about themselves. History to me is a very, very important study for all Americans and especially for Black Americans.

I would like to make a few generalizations here about Black behavior patterns and I think that regardless of what your viewpoint may be on the political spectrum, I think that you perhaps could agree with me; if not, let's see and we will have some dialogue on the issues. The first generalization is that Black behavior patterns have been grossly distorted in history books and the news media - grossly distorted. A few examples, I can talk about this reality all day. Let's go back to the days of slavery, for example. If you take a look at many history books, at least before the last five years, how did they describe Black behavior in slavery? Well, if you don't know, let me quote you just one history book by a gentlemen from Virginia, his name is George Fitzhugh, and he said this, quoting directly from his historical book: "The Negro slaves of the south are the happiest and in some sense the freest people in the world. The children and the aged and the infirmed work not at all, yet have all the comforts and necessities of life provided for them. They enjoy liberty because they are oppressed neither by care nor by labor."

Let me give you a personal example of how a Black behavior pattern was predicted. When I attended the Armed Forces Staff College in Norfolk, Virginia in 1972, I amazed some of my fellow classmates and colleagues with a prediction regarding the 1972 presidential election. And I said to them, "I predict that the Black vote against Richard Nixon would be eighty-five percent in this election. It won't be, necessarily, a pro-McGovern vote because Blacks generally don't know McGovern that well; he is a sort of nonentity to many of us, but it will be an anti-Nixon vote." After the election and when all of the commentators and observers who perform instant analysis had computed their results, the final tabulation was eighty-seven percent; so I hit it within two percentage points. Not too bad! Not too bad! In other words, or apparently I underestimated the intelligence of Black folks by two percentage points. (Laughter/applause) You see, we knew Richard Nixon long before he was "discovered" on the larger American scene. We knew him quite well; we knew that he had been ripping-off Black people - let me put it to you very bluntly - he had been ripping us off. The things or programs that were helping us were either being eliminated or scaled down and we were very much aware of that. In fact, one of the observations that I made at the Armed Forces Staff College as I was visiting the local churches was, for the first time, I could see almost a unanimous consensus among the Black ministers. They were speaking out against Nixon, and that is a little bit unusual. Generally or historically, you would see some Blacks take a political stand for one candidate, and you see some ministers taking a stand for another candidate but seldom would you see Black ministers coming out so boldly or exclusively against one candidate. Seldom would you see a relatively conservative organization, like the NAACP for example, coming out making statements that Nixon was anti-black. So I knew where Black folks were coming from; I knew our behavior pattern in past elections and therefore it was relatively easy for me, especially with the little political science training that I have, to say that Black folks would be anti-Nixon. That behavior pattern was very predictable so here is one precise example where you can predict, in the political arena at least, a Black behavior pattern.

I suppose that it really boils down to - and I think the observation was made very well by two black psychiatrists, Dr. William Grier and Price Cobbs, in a book they wrote, called The Jesus Bag, and that book incidently really provides insight about Black behavior patterns - Dr. Greer and Cobbs say, and I am quoting, "The world of Blacks and Whites are different. We live in two different worlds and Blacks need special armor to wage their wars." We need special armor because we live in two different worlds. I would suggest to you that one piece of that armor that we need today, at least Blacks collectively, is Black History. That is why I am really very pleased to see that we them definitively, completely or objectively. Many people have subjective, personal answers, but no one has yet successfully dealt on an objective level with those two major questions. So we are dealing in an area that is highly complex and I am not underestimating the nature of the task.

But despite the complexity of the task, human behavior, quite often, is very simple; the things we do, very frequently are easily predictable at certain times and places. Recently, a Black man, Dr. Randolph T. Blackwell, founder of Southern Rural Action Incorporated, was quoted in Ebony magazine as follows: "The most evil the White man has perpetrated against us was to have us believe that simple things were complex." And, of course, he was saying this in a particular context, but the point is despite how complex things may seem at times, in many cases we can make matters relatively simple so that people like you and I can understand them. So there are some simple aspects about our subject on Black Behavior Patterns. And I suppose that what it really boils down to is that despite this seemingly contradictory situation, complexity on the one hand and simplicity on the other, that like all other life situations, we have to try somehow and reconcile these two basic contradictions---try and synthesize them and deal with them which is precisely what I shall attempt to do today. Perhaps in this effort, I may be characterized by the brief quotation or aphrosim, "Fools rush in where Angels dare to tread," but let us hope not.

I think on a very simple level then we can raise some very basic questions about our subject, to wit: Do Blacks collectively - not individually - collectively behave differently than Whites or any other group? Can Black behavior patterns be identified? I would submit to you today that the answer to both questions is a resounding "yes." Whether you are refering to social behavior, cultural, political, psychological or any other forms of collective behavior, I suggest to you that the answer, again, is a resounding "yes." And I think the reasons these questions can be answered affirmatively are equally clear: Blacks as a group - again not individually - Blacks as a group are a unique people; we have undergone some unique experiences. No other group in America, for example was enslaved for two hundred and forty years; no other group has suffered under the dehumanizing aspects of racial segregation as Black Americans have done; no other race has experienced protracted frustrations as the Black Americans have done. And so we have a unique experience in America; as a result of that experience we have some unique behavior patterns, with the small element of Black Folks Time being one manifestation, as previously indicated.

a little intrigued and challenged for a number of reasons. First, our subject was made in Washington. I don't know whether or not you are aware of it, but we have a package that we received through Air Force channels on Black History Week and this particular subject, devoid of contents, was suggested or made in Washington. And, of course, you know that after Watergate some of us are suspicious about things that come out of Washington (laughter), so I'm intrigued about this reality initially.

On the other hand, or secondly, I am also intrigued because when I consider the subject reflectively, we are talking about the behavior of a people collectively. Indeed, I'm having a sufficiently difficult time trying to discern or figure out my personal behavior patterns; consequently, how can I adequately articulate or project the behavior patterns of an entire group? So, it is a real challenge when you begin to talk about behavior patterns collectively of a people. But, again, you have already seen one small aspect of such a pattern in the concept of Black Folks Time. And incidentally, there are sociological explanations for the phenomenon of Black Folks Time which may be traced to the institution of chattle slavery in America and perhaps even back to traditional African societies. In traditional African life, for example, there was a different concept of time, a two-dimensional concept of time in relation to our present three-dimensional concept. Time in Africa was based upon significant events-a time for harvesting, planting, marriage, etc. The event was more meaningful than the precise time of its occurrence. And in the era of slavery, Blacks consistently staged work slowdowns in protest of their status. Clearly, they were in no hurry to provide free labor for the enrichment of their masters. So this small pattern of behavior can be readily explained, although there is insufficient time for a more complete explanation which would include certain distinct psychological factors related to our Black heritage.

I suppose I'm even more intrigued and challenged by the subject because of its complexity. Not only are we talking about Black folks and how they behave but anytime you are dealing in the area of human behavior, it is very complex. And I surmise that we wouldn't have wars, crime, poverty and all of the other human problems that we are now fighting if aspects of human behavior were not extremely complex. I clearly recall at this moment my old college days. I had a brilliant political science professor, Dr. Emmett Dorsey, who said that "all of the major problems that we are going to be considering in the area of political science will revolve around two basic issues - the nature of human nature and the raison d'etre of human life."

What is the nature of human nature and why are we here on this earth? These are the basic questions and no one really has ever answered

BLACK BEHAVIOR PATTERNS

By Major George E. Mims

A recorded speech delivered at Kelly Air Force Base Officers' Club in conjunction with activities commemorating Black History Week, February 13, 1975.

Major Mims was introduced by MSgt John James, Race Relations Instructor, Kelly AFB Social Actions Office and his speech was highly commended by Major General James R. Kelly, Commander, San Antonio Air Logistics Center.

Thank you very much Sergeant James. General Kelly, Ladies and Gentlemen, I thank you very much for this opportunity to participate in commemorating Black History Week. I don't know whether Sergeant James and the other members of his staff knew precisely what they were doing when they invited me here, but it may not have been too wise to invite me down for a luncheon engagement since, at times, the things I say tend to affect people in their digestive tract. Nonetheless, I shall proceed and attempt not to disappoint you in your expectations.

I listened with some concern as Sergeant James indicated that you didn't have an invocation before dinner. As a substitute, I offer you a very brief one which I use at my home at times. It goes like this: "Good bread, good meat, thank God, let's eat." (Laughter) Sergeant James also indicated to you that I might give you some insight into the meaning of BFT. If you don't know, you're already a part of it; that is, Black Folks Time. (Laughter) It's usually the time that you are supposed to have an event plus one-half hour, sometimes one hour, depending upon location - I think in San Antonio, it's plus one hour, is that right, you San Antonio folks? (Laughter) And then in addition to that, when you get a guy like me around who happens to be a son of a Baptist minister, you may have to add another half-hour onto the closure of your scheduled event. Now some of our white friends here may not understand what I'm talking about when I mention Baptist Black ministers in this context, but the Black folks here know that the factor of time really means nothing to a Black Baptist preacher, (Laughter) and I happen to be a Black minister's son - so the point is, I don't know how long I'm going to be standing up here talking today. (Laughter) I've got the General here and he said, "Go ahead" and if I've got his word, I don't know how many people here are going to argue with me; (Laughter) so I'm in good shape today.

On a more serious level though, I'm really very intrigued and challenged by the subject today - Black Behavior Patterns. I suppose I'm

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Prepared By

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Social Actions Training Branch
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Latimer, Lewis H. (1848-1928)	Carbon filaments for electric lamps; drew Bell patent on telephone; series of electrical inventions with Edison in Edison Pioneers organization.
Matzeliger, Jan (1852-1889)	Revolutionized shoe industry with shoe lasting machine.
McCoy, Elijah (1844-1929)	Automatic-lubricating cup for machinery and railroads; over 50 patents; a mechanical engineer forced to work as fireman on railroad; "Iron Table"; lawn sprinkler.
Morgan, Garrett A. (1877-1963)	Gas mask, i.e. "Breathing Device"; "Hair Straightener"; electric stop light.
Rillieux, Norbert (1806-1894)	Revolutionized sugar industry with vacuum pan evaporator, making possible refined crystals of sugar. His process of evaporation used also in manufacture of condensed milk, soap, gelatin, glue, and in the recovery of waste liquors in distilleries and paper factories. "Greatest inventions in American chemical engineering."
Williams, Daniel Hale, Dr. (1856-1931)	First open heart surgery; started first interracial hospital in U.S. - Provident Hospital and Training School Association.
Woods, Granville T. (1856-1910)	Major contributions to electric industry; telephone transmitter - longer distances; improved steam-boiler furnace; "Telegraphony" - telephone plus telegraph; railway telegraphy; overhead conducting system for electric railways; automatic air brake; egg incubator; many others - 60 patents.
Wright, Louis Tompkins, Dr. (1891-1952)	Led anti-biotic research; introduced intradermal method of vaccination of smallpox to Army in World War I; devised neck brace for head injuries.

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SCIENCE AND INVENTIONS

Name	Contribution
Banneker, Benjamin (1731-1806)	First clock built in America; prepared Almanac in 1972; using math and astronomy, he accurately predicted solar eclipse on April 14, 1789, in contradiction to leading astronomers; aided in survey and layout of Washington D.C.; anti-slavery proponent.
Carver, George W., Dr. (1860-1943)	Revolutionized and revitalized agriculture in South; South gained 60 million dollars in one year alone from peanut crops; revealed need for "crop rotation" and derived 325 products from peanuts. Industries sprang up -- instant coffee, face powder, shampoo, vinegar, dyes, soap, etc. Discovered 118 products from sweet potato -- flour, starch, synthetic rubber, dyes, etc. 25 products from pecan.
Drew, Charles, Dr. (1904-1950)	Perfected techniques of preserving plasma and made blood banks possible.
Hall, Lloyd A., Dr. (1894-)	Devised new ways to sterilize foods and medical supplies; revolutionized meat-packing industry by introducing sterilized spices; 105 patents on products and methods he invented.
Julian, Percy L., Dr. (1899-)	"Soybean Chemist" developed synthetic cortisine and other important therapeutic drugs; developed "aero-foam" from soya protein to put out gasoline and oil fires; major contributions to production of male and female hormones — help for expectant mothers and middle-age and elderly men.
Just, Ernest, Dr. (1883-1941)	Leading authority on roots of life and the way to determine sex in advance. Promoted understanding of the function of the liver, kidneys, pancreas, etc. Made significant contributions to cancer fight.

White, Walter (1896-1955)	NAACP leader for nearly a generation. Led long fight against lynching, segregation and discrimination. Accused of moving too fast on too many fronts by his critics. Walter White retorted: "Now is the time."
Wilkins, Roy (1901-)	NAACP leader, Executive Secretary and editor of Crisis magazine. Led long series of civil rights struggles to promote the liberation of Black Americans, including the right to obtain quality education without discrimination or segregation.
Young, Whitney M., Jr. (1921-1973)	Executive Director, National Urban League. Significantly revitalized League in its role of improving economic conditions for Blacks. The programs of the League include a Special Skills Bank for professionals, anti-poverty workshops, on-the-job training, tutorial centers, etc.

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Trotter, William M. (1872-1934)	Crusader, "the first Black militant of the 20th century", and publisher of The Boston Guardian. Led many campaigns against racism, including five delegations to the White House in the White House in Washington. An avid opponent of Booker T. Washington and the NAACP, whose policies were too moderate for Trotter. Founded the Equal Rights League to promote full equality for Blacks.
Truth, Sojourner (1797-1883)	Abolitionist, orator and first Black woman to speak out nationally against slavery. She traveled throughout the nation astounding her audiences with her fierce intelligence, sense of drama, utter sincerity and deep bass voice raised against slavery and for woman suffrage.
Tubman, Harriet (1826-1913)	Abolitionist and leading "conductor" Underground Railroad. Made nineteen trips into the deep south and led over 300 slaves to freedom. Served as nurse and spy for Union forces during Civil War.
Turner, Nat (1800-1831)	Anti-slavery revolutionist who led major revolt in Southampton, Virginia, in 1831. Struck terror and instilled fear in slavemasters after killing fifty-five whites during revolt. A genuine hero of Black Americans.
Walker, David (1785-1830)	Abolitionist and publisher of militant "Appeal to Colored Citizens of the World" advocating "kill or be killed" for slaves. His writings struck fear throughout the south and helped transform Abolitionist Movement from a moderate to a militant posture.
Whipper, William (1805-1885)	Abolitionist, businessman and banker. Provided active and financial support to Negro Convention Movement of 1830's, and substantial financial support for fugitive slaves escaping to Canada. Edited National Reformer, journal of American Moral Reform Society, a Black originated group dedicated to pricking moral conscience of nation.

Marshall, Thurgood (1908-)	Supreme Court Justice, NAACP lawyer who helped to establish legal basis for long series of civil rights, including the right to receive a public education without discrimination or segregation.
Muhammad, Elijah (1897-1975)	Leader, Nation of Islam (Black Muslims). Responsible for a more positive Black identity among Afro-Americans. Proponent of self-help and economic independence of white population. Promotes clean living, hard work, modesty and decency in women and a series of business ventures to aid the Black community.
Powell, Adam C. (1908 - 1973)	Baptist minister, author, civil rights activist, U.S. Congressman, 79th thru 87th Congress. Active in promoting numerous reforms for Blacks in New York and nationally as Chairman of the House Education and Labor Committee. Served as Congressman-at-large for all Black Americans.
Randolph, A. Philip (1889-)	Labor leader and organizer of strongest labor group among Blacks, the Brotherhood of Sleeping Car Porters. Orator and civil rights activist who was prime mover in "March on Washington" movement during World War II and "March on Washington" of 1963. Formed American Negro Labor Council, a group of Black labor leaders pledged to combat racism in union movement.
Still, William (1821-1902)	Leader in "Underground Railroad" who aided 649 slaves to obtain freedom. Secretary and Chairman of Pennsylvania Society for the Abolition of Slavery for fourteen years. Set up orphanage for Blacks in Philadelphia and was one of the organizers of first Y.M.C.A. for Blacks in America.
Sullivan, Leon (1922-)	Clergyman, leader of business boycotts and founder of Opportunities Industrialization Centers which provide basic education, skill training and jobs for the "hard-core unemployed" in numerous urban areas. Leader of self-help business ventures in Black communities.

Garvey, Marcus A. (1887-1940)	Organizer and first Black leader to capture interest of Black masses. Formed Universal Negro Improvement Association, claiming one million members, with goal of obtaining dignity for Blacks through emigration to Africa and economic independence.
Hall, Prince (1735-1807)	Minister, founder of Masonic Lodge, oldest social organization among Afro-Americans. Advocate of emancipation and proponent of education for free Blacks in Boston.
Jackson, Jesse (1941-)	Clergyman, crusader for Black liberation, founder of PUSH (People United to Save Humanity), an organization to promote the economic, political and cultural independence of Black Americans. Associated with Dr. Martin L. King Jr. in mid-1960s during series of protest activities. Launched "Operation Breadbasket" in Chicago in 1966, obtaining jobs for thousands of Blacks and successfully promoting goods and services offered by Black businesses.
King, Martin L., Jr., Dr. (1929-1968)	Clergyman, author, the greatest non-violent Black leader and crusader in the 20th century. Organized the Montgomery Improvement Association and later led the Southern Christian Leadership Conference in long series of confrontations to promote racial justice--confrontations which led to the enactment of major civil rights legislation on the national level. Nobel Peace Prize Winner, 1964.
Langston, John M. (1829-1897)	U.S. Congressman from Virginia, 1889-1891. Activist and crusader for justice for Blacks as President, National Equal Rights League, 1865. Attorney and Dean of Howard University Law School (1869-1876) and the guiding spirit behind the Negro National Labor Union in 1870. First Black elected to public office in U.S.
Malcolm X (1925-1965)	Muslim minister, orator, organizer of Organization for Afro-American Unity. Great spokesman for Black manhood, independence, and dignity. Perhaps the greatest "tell it like it is" proponent for human dignity.

Social Actions Training Branch
Lackland Air Force Base, Texas

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CROSS-CULTURAL DIFFERENCES AND DIFFICULTIES

PART II - WOMEN

OBJECTIVE

Identify historical and current political, socioeconomic events and attitudes which combine to shape the frame of reference for women in the USA today and make cross-cultural communication difficult.

INTRODUCTION

Social Actions technicians are involved in the helping profession and come into contact with a multitude of problems. One problem that has existed for quite some time has finally manifested itself to a point where it can no longer be ignored; that problem is sexism. We need to be aware of sexism as a problem for the total society and for women in particular. As Social Actions technicians, we need to know the definitions of sexism and factors that have perpotuated sexism because at some time we will probably have to identify and explain sexism and its consequences to our commanders and supervisors, and will have to understand clients who are victims of sexism.

INFORMATION

DEFINITION OF SEXISM

Sexism is defined as any attitude, behavior, action, or institutional structure which subordinates a person or group because of sex.

Can Be Directed At Men

Sexism may be directed at men as well as women. Men often are as restricted as women by sexist attitudes, actions, and instituted structures. The sex role stereotypes can inhibit or force a man's behavior against his will, just as much as it can force or inhibit a woman's behavior.

Examples of Sexism

Sexism can be demonstrated in many ways; i.e.: (1) the verbal assault on the street; (2) a "well meant" sexist joke told by a coworker, husband, or friend; (3) lower pay for the same job or work because of sex; (4) in song lyrics, "I want a paper doll that I can call my *own*" (owning meaning possession).

Supersedes SG AB-I-6-21, 1 Apr 77; HO AB-I-6-9, Mar 78; & WB A-II-7-9, Mar 76.

FACTORS THAT PERPETUATE SEXISM IN UNITED STATES

Sex Role Stereotyping

Sex role stereotyping is a system of separating the roles people play in society and labeling them "male" or "female."

STARTS VERY EARLY. Sex role stereotyping starts very early. Baby girls get pink or frilly things. Little girls are given dolls and doll houses and told not to play with brother's chemistry set. They are taught catchy sayings, such as "Little girls are made of sugar and spice and everything nice," and that "Little boys are made of rocks and snails and puppy-dog tails." Little boys are discouraged from playing with dolls or reading poetry.

EXAMPLES. Some of the common stereotypes of role-giving include:

Women are:	*Men are:*
Passive	Aggressive
Weak	Strong
Emotional	Unemotional
Illogical	Logical
Sexy	Tough

STEREOTYPES BASES ON CULTURAL, SOCIAL, RELIGIOUS TRADITIONS. Traditionally, men have been cast in the role of being physically or mentally superior to women. Both sexes have accepted and continue to believe in the traditional stereotype roles. Men believe in these stereotypes because they often can maintain dominance and protect their maleness, and women believe in them because they possibly do not have to accept responsibility for themselves.

TODAY'S SITUATION. Women now are questioning the ideas of male supremacy and stereotyped roles for people. The most dynamic result might possibly be that some men are beginning to see how much they are restricted by the stereotype roles, too.

Job Discrimination

The most effective means of perpetuating sexism is job discrimination.

LEGISLATION. The national government has recognized sexism as a detriment to our society, and has passed laws (i.e., Civil Rights Act of 1964, or the 14th Amendment) to prevent employment and job discrimination. But still it exists. While income tends to rise with educational attainment, it rises at a much slower rate for women.

EXAMPLES OF JOB DISCRIMINATION. (a) White women tend to make only a little more than half the earnings of men with the same education. (b) Of full-time workers, minority women earn slightly less than white women. (c) Sixty-three percent of women workers are in clerical, sales, and service jobs compared to twenty percent of men in the same fields. These are generally the low-paying jobs.

PREVENTING ECONOMIC INDEPENDENCE. The result is that job discrimination is very effective at preventing economic independence for women, and therefore effective in maintaining male dominance. It is very difficult for a woman to make the same pay as a man with comparable education; therefore, women are faced with the difficult choice of being dependent on a man for income, or living on half the income she might otherwise have.

Language

Probably the most common form of sexism is the language used when referring to women.

SLANG TERMS. The use of slang terms that refer to women as property or sex objects. Some examples used by men are: "piece," "hammer," "broad," "dumb broad," "chick," or "girl," when referring to adult women.

WRITTEN COMMUNICATION. Written communications often contain masculine pronouns when referring to both women and men.

OBJECTS RATHER THAN PEOPLE. The examples appear to be small; however, they allow men to deal with women as objects rather than as people, and perpetuate the stereotypes of male superiority; i.e., males are the ones who *do* everything.

Social Customs and Courtesies

Social customs and courtesies are based on the idea that women are weak and need to be protected, or they need special consideration because they are female. Such customs and courtesies as opening car doors, lighting cigarettes, carrying packages, giving women seats on buses, or holding chairs for them, tend to keep men and women locked in the roles of "female" and "male" rather than "people" roles. These considerations to females are nice when extended because a man wants to be polite rather than because he has to. Women may not be weak and do not need these things done for them, but some still appreciate courtesy.

Media Images of Women

Movies, television, and magazines have projected all the stereotypes imaginable.

TRADITIONAL STEREOTYPE ROLES OF WOMEN. Women are projected into traditional roles of mother, wife, or "pretty little things" with no intellect.

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MINORITY WOMEN STEREOTYPE ROLES. Minority women have been displayed as images of both the racist and sexist stereotypes. These include (a) black women portrayed as strong, fat matriarchs; (b) Latin women shown as being subservient; and (c) Asian women serving as Geishas.

PROBLEMS WOMEN FACE IN THE MILITARY

Social Actions technicians must be aware of the unique situations that involve women who join the military. Undoubtedly, they will encounter problems in the Air Force. We, as helpers, must be able to recognize and help solve these problems.

When a woman decides to join the Air Force, not only must she face the positive and negative attitudes of friends, but when she puts on the uniform she must face the inherent problems that go along with the woman in the military.

FIRST PROBLEM — DISCRIMINATION

One of the first problems the woman in the military faces is discrimination. It usually occurs in two types: institutional and personal.

Institutional Sexism

Institutional sexism has changed tremendously since 1972. Below are some of the changes:

PREGNANCY. Regulations governing pregnancies changed to allow women to remain on duty during pregnancy.

CAREER FIELDS. Most career fields are now open to women.

ACADEMIES. The service academies are now open to women.

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TRAINING PREREQUISITES. Training prerequisites have changed to insure *qualified* women and men are assigned to jobs.

Personal Sexism

While many regulations that institutionally discriminate against women have changed, the individual interpretation of the regulations may be sexist. Personal sexism can be practiced consciously or subconsciously.

SUBCONSCIOUS. Subconscious attitudes or adverse actions generally are not designed to damage. They may be a product of lack of awareness of women's feelings, but can still hurt, cause bad morale, and diminish job performance. Some examples of subconscious attitudes or adverse actions are:

Names. Use of first name of women and using the rank and title of men with the same rank.

Discounting of Accomplishments or Contributions. Being cited as "The best female _______________ in the organization." Assuming that a job well done by a woman is "to be expected," and the same job, done by a man, is outstanding or the reverse.

Exclusion of Women. Overlooking women when invitations are passed out. Exclusion from discussion on duty as well as at off-duty happenings. This "forgetting" generally comes from being unaware of the needs of the women.

Paternalism. Paternalism or overprotection of women does not allow them to accept full responsibility for their actions or accomplishments.

Subconscious or Not, Still Illegal. While subconscious sexism may be unintentional, it still hurts, and morale is affected. It may also be illegal.

CONSCIOUS SEXISM. Conscious sexism is intended to hurt or subordinate women. Conscious sexism can be based on fear of inferiority to women. This fear results from the belief that men should be superior to women, but that the individual man may indeed not be superior. Some of the most common of conscious forms of sexism are:

Ridicule of Women. This may include the following: Cartoons that show military women as sexless and civilian women as oversexed. A good example of this is the *Beetle Bailey* comic strip, which portrays both stereotypes. Jokes aimed at the conduct of military women with statements like, "All WAFs are whores," "Only lesbians join the military," "If she could get a husband, she would get married." These statements border on slander, and they can hurt and demoralize women.

Programmed Failure of Women. The second type of conscious sexism is programmed failure. It may include:

Assigning women to jobs because they are women rather than because they are qualified.

Not allowing a woman to do the job she was trained for because, to do so would not serve the purpose of the supervisor. For example, the security policewoman who is not allowed to go on patrol, so she becomes the permanent desk sergeant. This places her at a disadvantage for OJT, accomplishments for her APR, and promotion testing. Chances are, she will not progress as fast as her male counterparts.

After inadequate preparation, thrusting women into jobs they cannot handle.

Not providing adequate training for women in OJT. While some OJT failures may be the lack of ability on the part of the woman, many are caused by the lack of adequate training by the supervisor.

Shifting Responsibility. The third type of conscious sexism is shifting of responsibility *from* women to men. This involves not allowing women to supervise men. Many positions have been created just for women so they will not supervise men.

Illegal Actions. All of these actions are illegal; however, they do take place in the Air Force today.

SECOND PROBLEM — ROLE CONFLICT

Role conflict comes from living in an environment that is 90 percent male and living in a culture which has designated different roles for women than men.

Conflict Between Being Feminine and Competent/Productive

Women are encouraged to display the traditional traits of femininity, while most jobs require traditional masculine traits. Some traits required of women on jobs versus traits to get the job done are:

Feminine Traits	*Traits to Get Job Done*
Sexy	Competent
Nurturing/Compassionate	Tough
Illogical	Logical
Helpless	Resourceful

Finding an appropriate and comfortable balance between femininity and getting the job done can be difficult and frustrating. A woman must gain a new awareness of herself and her environment; and everyone must expect people to be individuals rather than objects.

THIRD PROBLEM – LACK OF ROLE MODELS

Most psychologists agree that people learn to be successful by modeling themselves after other successful people. There are very few female senior enlisted, officer, or civilian managers (and even fewer minority women) in the Air Force. Consequently, there are very few successful military women to refer to as role models. To be a "first in" is a challenge not only for a woman to prove that she can do the job, but also for her to learn to cope with new behaviors without losing self-respect and dignity. This means that military women must build new roles for themselves.

The Challenge and Opportunity

Today can be an exciting time for women in uniform.

ADVANTAGES IN UNIFORM. There are definite advantages for women in uniform over their civilian counterparts. Some advantages are: equal pay, the chance to travel, educational opportunities, and a better chance for promotion and responsibility than in civilian life. The military affords many women the opportunity to find out just who they are without being role-bound at home.

CHALLENGE. There is still a long push before women are to be considered as truly professional equals.

HOW TO PREVENT SEXISM FROM INTERFERING WITH THE HELPING RELATIONSHIP

Equal Opportunity and Drug/Alcohol specialists will both be entering into helping relationships with their clients. Some clients will be female. Old and subconscious stereotypes have the potential of interfering with the helping relationship. Using the best counseling/interviewing technique will not help the relationship if the client perceives you as "putting her down" because she is a woman. Most counselors/interviewers have a sincere desire to help their clients, and do not intend to stereotype their female clients. But, because our culture transmits so many role expectations about women, it is difficult not to respond to these stereotypes as if

Counselor's/Interviewer's Needs. Paternalism often serves counselors'/interviewers' needs by making them feel useful, important, or superior. At the same time, it does not help the client to reach her full potential or take responsibility for her actions. A good question for a counselor/interviewer to ask is "Am I doing this because the client needs the help or because it makes me feel good?"

DOUBLE STANDARDS. Counselors/interviewers often have double standards set up for men and women clients. The double standards take two forms: differences in behavior and requiring a chaperon to be present with female clients.

Different Standards of Behavior. Counselors/interviewers sometimes will accept behaviors of men as normal and the same behavior from women as inappropriate. For example, cursing from men may be seen as appropriate, but from women it becomes "unladylike."

Chaperoning. Some counselors/interviewers require a chaperon during interviews with female clients. This action can compromise the faith and confidence of the client and severely restrict the client's responses to the interviewer. This is a very touchy area and should be dealt with by your office staff.

SEXIST LANGUAGE. Because sexist language is so common, counselors/interviewers may find it difficult to notice and confront sexist language when clients, associates, or group participants use it. Since silence usually connotes agreement, failure to confront sexist language communicates the counselor's/interviewer's position on sexism to the observer.

Jokes. Counselors/interviewers who often use sexist jokes or words show a lack of sensitivity for the feelings of women and run the risk of having their clients "tune them out." Those counselors/interviewers who would not tell a racist joke don't hesitate to tell sexist jokes.

Failure to Confront. Sexist language is so common in most social situations, counselors/interviewers may find it difficult to confront clients and associates, particularly in small group counseling. Counselors/interviewers have a responsibility for what goes on in their classes, counseling sessions, etc. It will be necessary to confront such language in the environment the counselors/interviewers control. The result of confrontation is that when the counselor/interviewer objects to the language, clients and associates will know where the counselor/interviewer stands on the issue. Even though it probably won't change their attitudes, it will stop the risk of insulting women.

TREATING AS SEX OBJECTS. Treating women as sex objects is one of the most difficult attitudes to identify.

Sexuality versus Sexism. The line between sexuality and sexism seems to be very thin at times. Appreciating a woman's or a man's sexuality is a normal feeling. Having sexual feelings toward the opposite sex is not sexist. When comments are made that indicate a woman or man is to be used rather than appreciated—that is sexist. Generally, treating anyone as a thing and not a person, because of their sex, is *sexist behavior.*

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GUIDELINES FOR EQUAL TREATMENT OF THE SEXES IN McGRAW-HILL BOOK COMPANY PUBLICATIONS

INTRODUCTION

The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

We are endeavoring through these guidelines to eliminate sexist assumptions from McGraw-Hill Book Company publications and to encourage a greater freedom for all individuals to pursue their interests and realize their potentials. Specifically, these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications.

One approach is to recruit more women as authors and contributors in all fields. The writings and viewpoints of women should be represented in quotations and references whenever possible. Anthologies should include a larger proportion of selections by and about women in fields where suitable materials are available but women are currently underrepresented.

Women as well as men have been leaders and heroes, explorers and pioneers, and have made notable contributions to science, medicine, law, business, politics, civics, economics, literature, the arts, sports, and other areas of endeavor. Books dealing with subjects like these, as well as general histories, should acknowledge the achievements of women. The fact that women's rights, opportunities, and accomplishments have been limited by the social customs and conditions of their time should be openly discussed whenever relevant to the topic at hand.

We realize that the language of literature cannot be prescribed. The recommendations in these guidelines, thus, are intended primarily for use in teaching materials, reference works, and nonfiction works in general.

Nonsexist Treatment of Women and Men

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed -- not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

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1. a. Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades: as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

b. Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be the sole support of a family.

c. An attempt should be made to break job stereotypes for both women and men. No job should be considered sex-typed, and it should never be implied that certain jobs are incompatible with a woman's "femininity" or a man's "masculinity." Thus, women as well as men should be shown as accountants, engineers, pilots, plumbers, bridge-builders, computer operators, TV repairers, and astronauts, while men as well as women should be shown as nurses, grade-school teachers, secretaries, typists, librarians, file clerks, switchboard operators, and baby-sitters.

Women within a profession should be shown at all professional levels, including the top levels. Women should be portrayed in positions of authority over men and over other women, and there should be no implication that a man loses face or that a woman faces difficulty if the employer or supervisor is a woman. All work should be treated as honorable and worthy of respect; no job or job choices should be downgraded. Instead, women and men should be offered more options than were available to them when work was stereotyped by sex.

d. Books designed for children at the pre-school, elementary, and secondary levels should show married women who work outside the home and should treat them favorably. Teaching materials should not assume or imply that most women are wives who are also full-time mothers, but should instead emphasize the fact that women have choices about their marital status, just as men do: that some women choose to stay permanently single and some are in no hurry to marry; that some women marry but do not have children, while others marry, have children, and continue to work outside the home. Thus, a text might say that some married people have children and some do not, and that sometimes one or both parents work outside the home. Instructional materials should never imply that all women have a "mother instinct" or that the emotional life of a family suffers because a woman works. Instead they might state that when both parents work outside the home there is usually either greater sharing of the child-rearing activities or reliance on day-care centers, nursery schools, or other help.

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According to Labor Department statistics for 1972, over 42 per cent of all mothers with children under 18 worked outside the home, and about a third of these working mothers had children under 6. Publications ought to reflect this reality.

Both men and women should be shown engaged in home maintenance activities, ranging from cooking and housecleaning to washing the car and making household repairs. Sometimes the man should be shown preparing the meals, doing the laundry, or diapering the baby, while the woman builds bookcases or takes out the trash.

e. Girls should be shown as having, and exercising, the same options as boys in their play and career choices. In school materials, girls should be encouraged to show an interest in mathematics, mechanical skills, and active sports, for example, while boys should never be made to feel ashamed of an interest in poetry, art, or music, or an aptitude for cooking, sewing, or child care. Course materials should be addressed to students of both sexes. For example, home economics courses should apply to boys as well as girls, and shop to girls as well as boys. Both males and females should be shown in textbook illustrations depicting career choices.

When as a practical matter it is known that a book will be used primarily by women for the life of the edition (say, the next five years), it is pointless to pretend that the readership is divided equally between males and females. In such cases it may be more beneficial to address the book fully to women and exploit every opportunity (1) to point out to them a broader set of options than they might otherwise have considered, and (2) to encourage them to aspire to a more active, assertive, and policymaking role than they might otherwise have thought of.

f. Women and girls should be portrayed as active participants in the same proportion as men and boys in stories, examples, problems, illustrations, discussion questions, test items, and exercises, regardless of subject matter. Women should not be stereotyped in examples by being spoken of only in connection with cooking, sewing, shopping, and similar activities.

2. a. Members of both sexes should be represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown as having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males -- such as boldness, initiative, and assertiveness -- should also be praised in females. Characteristics that have been praised in females -- such as gentleness, compassion, and sensitivity -- should also be praised in males.

b. Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-solvers, and decision makers. They should be shown as

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interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

c. Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.

3. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

no	yes
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	OR The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

a. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at

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women's expense -- such as the woman driver or nagging mother-in-law cliches -- are to be avoided.

no	yes
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women
girl, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer	lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun) (Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)	student
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term

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no	yes
The sound of the drilling disturbed the housewives in the neighborhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices.
career girl or career woman	name the woman's profession: attorney Ellen Smith; Maria Sanchez, a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner

b. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

c. Women should be treated as part of the rule, not as the exception.

Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently; ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

d. Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

no	yes
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West.
	Pioneer men and women (or pioneer couples) moved West, taking their children with them.

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no	yes
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

b. The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one... he," "anyone...he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

no	yes
The average American drinks his coffee black	The average American drinks black coffee.
(2) Recast into the plural.	Most Americans drink their coffee black.

(3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

no	yes
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as

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e. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

no	yes
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

4. Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

5. In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

a. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

no	yes
mankind	humanity, human beings, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph . . .	If a person (or driver) drove 50 miles at 60 mph . . .
the best man for the job	the best person (or candidate) for the job
manmade	artificial; synthetic, manufactured; constructed; of human origin

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between teacher and child. In such cases, either using the expression *he or she* or alternating *he* and *she*, as appropriate, will be acceptable.

c. Occupational terms ending in *man* should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

no	yes
congressman	member of Congress; representative (but Congress*man* Koch and Congress*woman* Holtzman)
businessman	business executive; business manager
fireman	fire fighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	the person presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

d. Language that assumes all readers are male should be avoided.

no	yes
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

6. The language used to designate and describe females and males should treat the sexes equally.

a. Parallel language should be used for women and men.

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no	yes
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

Note that lady and gentleman, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

b. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.

(1) A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

no	yes
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs Mrs. King and Riggs	Billie Jean and Bobby King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

(2) Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

c. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

no	yes
college boys and co-eds	students

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d. Insofar as possible, job titles should be nonsexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female. (See also paragraph 5c for additional examples of words ending in man.)

no	yes
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner; servant

e. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she or he.

no	yes
the consumer or shopper...she	consumers or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings or breadwinners.... their earnings.

f. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentlemen and ladies, she or he, her or his.

CONCLUSION

It is hoped that these guidelines have alerted authors and staff members to the problems of sex discrimination and to various ways of solving them.

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SEXISM QUESTIONNAIRE

1. Which of the following statements culled from Pat Mainardi's essay, "The Politics of Housework," best describes your attitude towards housework?

    a. Housework is feminizing and unnatural for men. It is historically and biologically the proper domain of women.

    b. I hate housework more than my wife does. She doesn't mind it as much, so she does it. Besides, she has more time.

    c. I don't mind sharing the housework, but I don't do it very well. We should do the things we're best at.

    d. I hate housework, but I do some of the chores occasionally.

    e. Just because housework is menial and boring doesn't mean it's women's work. I share as much of it as possible before and after work and do at least half of the chores on weekends.

2. Rank the following female attributes in order of importance:

    a. Sexual attractiveness

    b. Cooking and domestic skills

    c. Intelligence and common interests

    d. Self-confidence

    e. Understanding of men's needs

3. Which of the following "husband in the home" roles is least objectionable to you?

    a. I adhere strictly to an equal division of household responsibilities (including cooking, shopping, cleaning and laundry) and child care responsibilities (including transportation, morning chores such as feeding and dressing the children, seeing they are ready for school or play, nighttime care and stories, baby sitting arrangements, sick care and weekend activities.)

    b. I prepare Sunday dinner for the family and take the children to the beach, park, zoo and other events on weekends. I do help with the housework when she is very tired or sick.

    c. I shop in the weekend, do the dishes four times a week and help with the heavy cleaning. I take care of the kids all day Sunday, read them bedtime stories, provide their transportation after six and on weekends, and make half the breakfasts for the kids and dinner every Sunday.

d. Most men are too tired after work to have to worry about doing the dishes, getting the children into their pajamas and giving them baths. They certainly can't be expected to make breakfast for everyone when they have to be alert for a full day's work. I don't mind telling them stories at night, if I'm home in time, or taking them to special events on weekends, but definitely not every weekend. After working hard all week, I'm entitled to some relaxation.

e. How can children learn to respect their fathers if they see them doing women's work and if they must lower themselves to bathing and dressing them? On weekends we often take the children to the zoo or the park. But we go as a family. Women enjoy this type of outing. Of course I would take my son to a football game, if he were old enough to behave properly. I might take my daughter to the theater or a movie. I have already taken her down to my office to see where I work. She's very pretty and my colleagues enjoyed meeting her.

4. A recent article in the new women's magazine *Ms*. highlights a trend towards marriage contracts. Would you be willing to negotiate an agreement with your wife to make a more equitable division of household duties and child care?

a. No. There is no point in negotiating an agreement when she is already legally and morally bound by the oath she took when we married -- "to love, honor and obey."

b. No. I agree with Norman Mailer's opinion of such contracts as stated in his book, *The Prisoner of Sex!* "He could love a woman and she might even sprain her back before a hundred sinks of dishes in a month, but he would not be happy to help her if his work should suffer, no, not unless her work were as valuable as his own."

c. A contract which was not binding might be a means for my wife to let off steam and state her gripes. But we can't forget that the work that brings in more money is more valuable.

d. I might make some informal concessions in the realm of housework and child care, but I prefer to work these things out in a discussion. A contract, with its implications of penalties, grievances and arbitration, is too cold a tool for working out differences in a love relationship.

e. Yes. I would be willing to negotiate such an agreement. Susan Edmiston's statement in the *Ms*. article sums up my view: "A contract may seem a cold and formal way of working out an intimate relationship, but often it is the only way of coping with the ghosts of 2,000 years of tradition lurking in our definitions of marriage."

5. Which child would you find most objectionable?

a. A female child who likes to play football

b. A male child who likes to iron and do dishes

c. A male child who is a bully

d. A female child who is aggressive

e. A female child who is exceedingly passive and submissive

6. Indicate which of the following statements is true.

   a. Boys become homosexuals because of their parents allowed them to.

   b. Boys become homosexuals because of disturbed family relationships.

   c. Boys become homosexuals because of inherited characteristics.

   d. All of the above are true.

   e. None of the above are true.

7. Which of the following would you describe as the most characteristically feminine traits?

   a. Dependency

   b. Desire to have children

   c. Subjectivity

   d. Compassion

   e. We don't know what is inherently feminine because women have never been free to fully express their individual attributes.

8. Which of the following statements best suits your view of lesbians? (Choose one).

   a. Lesbians are women who need therapy in order to adjust to normal heterosexual relations.

   b. Lesbians are women who could become heterosexual if they simply had a sexually adept male partner. Unfortunately these women are often too unattractive to appeal to other men.

   c. Lesbians are social deviants who present a serious threat to the morals of other women and young girls.

   d. Lesbians are women who find sexual satisfaction and emotional fulfillment through other women.

   e. Lesbians are women whose deep-rooted hatred of men prevents them from enjoying a normal sexual relationship. This hatred is actually based on penis envy as proven by their castrating behavior towards males and their tendency to emulate male appearance.

9. Indicate which of the following statements is (are) true.

   a. All female orgasms are centered in the clitoris.

   b. There are two types of female orgasms - vaginal and clitoral. A vaginal orgasm occurs only during intercourse and is more intense than a clitoral orgasm.

   c. The intensity of female orgasm is not related to vaginal penetration by the penis. In fact, the most intense orgasms experienced by female subjects in recent studies occurred by masturbatory stimulation or by manual stimulation by the partner-not during intercourse.

   d. Wherever it comes from it's her man that's going to get it going, so she'd better think of satisfying him first.

   e. Women's current preoccupation with their own sexual satisfaction is unnatural and can only lead to promiscuity or lesbianism. Have they forgotten that their primary purpose, like the females of any species, is reproduction?

10. Which of the following quotations best suits your view of women? (Choose one)

   a. "A man in general is better pleased when he has a good dinner than when his wife talks Greek."

   b. "In childhood a woman must be subject to her father; in youth to her husband; when her husband is dead, to her sons. A woman must never be free of subjugation."

   c. "Real manhood is based on humanism. . . not on any form of oppression."

   d. "Women have great talent but no genius for they always remain subjective."

   e. "Man's superiority will be shown, not in the fact that he has enslaved his wife, but that he has made her free."

11. Match the following women with their affiliations:

a. Betty Friedan	____Black congresswoman and first female candidate for President.
b. Shirley Chisholm	____Author of Sexual Politics, an attack on sexism in literature.
c. Germaine Greer	____President of NOW (National Organization for Women) and author of The Feminine Mystique.

d. Gloria Steinem ____Outspoken feminist and author of The Female Eunuch.

e. Kate Millett ____Editor of Ms., a new magazine for women, and leading member of National Women's Political Caucus.

12. Regarding equality for women in the home, I agree with the following rights for wives:

    a. Freedom of choice to work outside the home or in the home

    b. Right to sexual satisfaction

    c. Right to enjoy the same sexual standards as husband-if he has sexual relations outside the marriage, so may she

    d. Right to have responsibility for housework and child care shared by spouse

    e. Right to have an abortion

    f. None of the above

13. I agree with the following goals of the women's liberation movement:

    a. Equal pay for comparable work

    b. Repeal of all laws against abortions and repeal of all contraception laws

    c. Free community-controlled child care centers

    d. Partnership status for women in the home-shared responsibility for housework, child care, sexual relations and birth control.

    e. None of the above

14. I am against the women's liberation movement because:

    a. I don't believe women are oppressed.

    b. The movement is controlled by lesbians and frustrated females who can't get what the average woman wants.

    c. If the movement succeeds, it will result in the destruction of the family.

    d. It is based on hatred of all males.

    e. I am afraid the movement will show the same intolerance of men and disregard for their individuality that males have shown toward women in the past.

f. The political extremists who run the movement will only be satisfied with a communist takeover.

g. I don't agree with all the spokeswomen for the movement, but the goals which will mean equality for women are right on!

15. A recent study conducted by Harvard psychologist Matina Horner indicates that women fear success. Why do you think this is so? (Choose one)

a. Women are inherently less competitive, less aggressive than men.

b. Women are brought up to believe they should not experience independent success, and, if it happens, they have no right to enjoy it.

c. Women who have succeeded independently provide poor models for younger women, since they are usually masculine, ruthlessly ambitious and often unhappy in their private lives.

d. Women have an instinct to marry and have children. Unless this maternal instinct is satisfied, they cannot achieve happiness even though they achieve success.

e. Women are simply anxious about the question men are just now beginning to ask: What is the value of succeeding in a materialistic and socially amoral culture?

16. Which sentence best illustrates this situation: "After first-term finals, Anne finds herself at the top of her medical school class."

a. Anne is not a woman. She is really a computer, the best in a new line of machines.

b. Anne is mousy and unattractive and has therefore channeled all here energies into her work.

c. Anne eventually graduates from medical school but never practices medicine because she marries and wants to spend her time raising a family.

d. Anne's unusual ability shows she has the potential to become an excellent doctor.

e. Anne will graduate from medical school but never achieve prominence because of discrimination in the medical field and her own ambivalence about success.

17. Women constitute 35 percent of the labor force, but they are highly concentrated in the underpaid and menial jobs. What do you believe holds women back from job advancement?

    a. Likelihood of their leaving work for marriage and/or having children.

    b. Their failure to try as hard because they know their husbands will support them if they lose their job.

    c. Their natural lack of competetiveness and career ambition.

    d. Discriminatory attitudes and legislation.

    e. Their lack of power is necessary to the power of men as a class.

18. Many men feel threatened by their wives' decision to go to work. Why do you think this is so?

    a. Men fear that their wives might earn more money or greater recognition and thus make them look inferior.

    b. Men are afraid that an influx of women into the labor market will lead to unemployment or lack of advancement for them.

    c. Men are afraid that a working wife cannot be a good mother to their children or companion to them.

    d. Men are afraid that wives who leave the home to enter the working world may become interested in other men or eventually regard their husbands as less attractive than when they were housewives.

    e. Men believe that a working wife reflects badly on their ability to earn a living.

SEXISM QUESTIONNAIRE ANSWER SHEET

1. a. sexual facist

Women have been historically subjugated, therefore they are biologically inferior. History is destiny-this is the fallacy of the cppressor. Other well-known males who have made this mistake are: Ramses II, Pharaoh of Egypt; Ivan the Terrible, Tsar of Russia; Adolph Hitler, Fuehrer of Germany; Senator Bilbo of Mississippi and other southern and northern racists portrayed in the fictional stereotype Simon Legree. . . You get the idea.

b. male chauvinist

You value masculine activities and the male intellect more than what you consider to be trivial female concerns. In Pat Mainardi's words, the meaning of this statement is: "Housework is garbage work. It's the worst crap I've ever done. It's degrading and humiliating for someone of my intelligence to do it. But for someone of your intelligence. . ." ("The Politics of Housework", Sisterhood is Powerful)

c. paternalist

Like the enlightened despots of the eighteenth century, you see yourself as a reasonable man. You make benevolent gestures and seem to show consideration but are not willing to face women as equals. Pat Mainardi had these specific interpretations of your answer: "Unfortunately, I'm no good at things like washing dishes or cooking. What I do best is a little light carpentry, changing light bulbs, moving furniture (how often do you move furniture?)" Also meaning: "Historically the lower classes (black men and us) have had hundreds of years experience doing menial jobs. It would be a waste of manpower to train someone else to do them now."

d. reformist

You are willing to make some concessions, but not to confront the total reality-that women are equal in intelligence. Their greater tolerance to menial jobs due to years of conditioning does not make those jobs easier or more fulfilling for them. You know that most women have what Ms. Mainardi calls "a sore called 'Guilt over a messy house' or 'Household work is ultimately my responsibility.'" You also know that "men have caused that sore-if anyone visits and the place is a sty, they're not going to leave and say, 'He sure is a lousy housekeeper.' The women take the rap in any case." So your token gestures indicate a willingness to change, as long as the situation is still under your control.

e. humanist

You accept the inequity of assigning all housework to women. You endorse the rights of every human being to express themselves to the fullest extent--even though this may mean a personal loss of power and radical changes in our present attitudes and institutions.

2. sexual fascist: (e) first, then (a) and (b) male chauvinist: (a) first, then (e) and (b) paternalist: (b) first, then (e) and (b) or (c) reformist: (c) first, then (a) and (b) humanist: (c) first, then (d) and (a). There are other possible variations, but the main points to remember are: the sexual fascist sees women first as men's servants; the chauvinist sees them primarily

as sex objects; the paternalist regards them as home bodies under his protective wing; the reformist grants them intelligence but not autonomy, and the humanist regards them as self-reliant equals whose attraction rests on intelligence and sexuality but not on subservience.

3. a. humanist

An equal division of housework and child care may sound like a utopian marriage contract, but this agreement has worked for some couples already. Witness "The Schulman's Marriage Agreement," published in Ms. Alix Cates Shulman worked full time as an editor in New York. Before their first child was born, she and her husband had an egalitarian partnership marriage. After two children they had automatically fallen into what Susan Edmiston calls "the traditional sex roles; he went out and worked all day to support his family; she stayed home and worked from six a.m. to nine p.m. taking care of children and housework." After six years of chronic dissatisfaction, Alix and her husband decided to share responsibility for home and children through an equal division of jobs and time. Reporter Edmiston states: "Now, after three years, Alix has written six books, and both Shulmans find that their agreement is a new way of life rather than a document to be followed legalistically."

b. paternalist

You understand that your wife can, occasionally, become tired or physically ill. But you don't recognize her need for relaxation, entertainment, intellectual stimulation or just plain relief as a continual human requirement.

c. reformist

You're making steps in the right direction, but surely if you've gone this far, it wouldn't be difficult to go the whole sharing route and graduate to humanism.

d. male chauvinist

You want the fun of spending time with your children, letting them know who their father is (teller of stories, bringer of goodies, a special person), but you won't share the responsibility for their care. You believe you're entitled to this special status because you make money. The Shulmans had this to say about such notions: "The ability to earn more money is a privilege which must not be compounded by enabling the larger earner to buy out of his/her duties and put the burden on the partner who earns less. . ."

e. sexual fascist

How can children learn to respect their mothers or the role of women if their mothers are denied any chance for intellectual growth, individual expression, or recreation apart from the family? The respect a child feels for his father is in no way diminished by the fact that he changed their diapers, gave them baths, made their breakfasts and dinners and shared with mother the job of raising them and caring for their home.

4. a. Sexual fascist
   b. Male chauvinist
   c. Paternalist
   d. Reformist
   e. Humanist

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5. c. or e. humanist
You are able to overcome sex stereotypes, to recognize behavior which either impinges on the rights of others (bully) or is symptomatic of a psychological disturbance (extreme passivity).

c. reformist
Being less free than the humanist from sexist stereotypes, you are more likely to see the injustice of a bully than the disorder indicated by extreme passivity. Females are supposed to be passive, aren't they?

a. b. or d. sexual fascist
You will have a difficult time deciding, because any behavior which departs from your sexist stereotypes is repugnant to you.

b. You might grant the female child her inclination to emulate male behavior, but for the male child to emulate the female is unthinkable.

d. paternalist
How can you be benevolent and fatherly towards a female child who is aggressive?

6. Homosexuality is a complex issue with many differing opinions, even among psychiatrists, as to its causes. Dr. Robert E. Gould, director of adolescent psychiatry at the Bellevue Hospital Center says, "Boys become homosexual because of disturbed family relationships, not because their parents allowed to do so-called feminine things." Other researches in the field have discovered a hormonal imbalance in homosexual subjects which may have hereditary causes, or may be due to psychological factors.
The Women's Liberation movement favors the opinion that none of the traditional ideas about homosexuality-not even the predominating view that it results from disturbed family relationships-is acceptable. They believe men and women should have their free choice as to how to live-alone, with partners of their own sex, in a heterosexual relationship, or communally. They believe that children require access to human toys, books, games and emotions-free from sex stereotyping. Regarding the answers, the probable selections would be as follows:

a. sexual fascist
a. and/or c. male chauvinist
d. paternalist
b. reformist
e. humanist

7. a. sexual fascist
b. paternalist
c. male chauvinist
d. reformist
e. humanist

8. d. humanist
Individuals have a right to their preferences, even if they depart from what society has declared normal.

c. sexual fascist
b. paternalist
You view lesbians with benevolence, seeing them as misled creatures who simply need a helpful male to lead them back to the fold.

e. male chauvinist
The Freudian theory that female children experience envy of the male genitalia combined with a stereotyped view of lesbians "prove" the belief you hold so dear-that males are superior, masculinity to be envied, and females who have the gall to hate men are not even worthy of paternalistic pity.

a. reformist
Psychiatric help has been notoriously unsuccessful for converting lesbians and male homosexuals to heterosexual behavior. Some lesbians, like some male homosexuals, may have been pushed into those roles by sex stereotypes with allow women little place to be aggressive and men few opportunities to be passive and tender. But most lesbians who have spoken out on the matter feel they are entitled to their preference, that there is no reason to assume that women can only receive and give love to a man.

9. a. reformist
You accept the findings of Masters and Johnson whose experiments reveal that anatomically, "all orgasms are centered in the clitoris, whether they result from direct manual pressure applied to the clitoris, indirect pressure resulting from the thrusting stimulation of the erogenous zones, such as the breasts." (Anselma Dell'Olio, "The Sexual Revolution Wasn't Our War," Ms.)

b. paternalist
You still hold with the Freudian theory that there are two types of orgasms and further that the "clitoral orgasm", difficult in the standard male-gratifying positions, is "adolescent" whereas the vaginal orgasm is the only true, womanly orgasm.

c. and a. humanist
You are able to face the female facts of life, realizing that male sexual satisfaction does not necessarily result in female sexual satisfaction, and that masturbation is not an exclusively masculine means of sexual gratification.

d. male chauvinist
Women are inherently the sexual servants of male desire. As such they should be thankful for what pleasure they can get.

e. sexual fascist
You are pre-Freudian in your views,still believing that women aren't supposed to enjoy sex at all, rather they must submit to it as part of their destined roles as mate and mother. Any other view is dangerous to society, i.e. to the dominance of the male.

10. a. paternalist. The quote is from Samuel Johnson.

b. sexual fascist. Quote from The Hindu Code of Manu, V

c. humanist. Quote from Bobby Seale, Seize the Time.

d. male chauvinist. Quote from Arthur Schopenhauer.

e. reformist. Quote from Eugene V. Debs.

11. The correct order is b, e, a, c, d.

12. f. sexual fascist
Wives must remain subjugated.

a. male chauvinist
The wife may work outside the home, but enjoys none of the "male" privileges, meaning she'd better have the house cleaned and dinner cooked even if she does work all day.

a. and b. paternalist
Women have permission to hold jobs and enjoy sex, but the benevolent male is still in control-for their own good, of course.

a. b. and e. reformist
You've got to hold the line somewhere.

a. b. c. d. humanist

13. a. b. c. d. humanist

e. sexual fascist

b. c. male chauvinist
Birth control and a place for the kids make sense. But how can their work be comparable to a man's work?

a. and b. paternalist
Women can work and be paid fairly, but not if they have small children. In that case their job is to be at home, unless, of course, they are welfare mothers. More lenient abortion laws may help the latter group.

a. b. and c. reformist
Still wary of going all the way.

14. a. and b. male chauvinist
Oppression has nothing to do with the current unrest. There is only the kind of significant dissatisfaction women can experience-that is sexual dissatisfaction.

c. paternalist
You can't envision a family in which women have a partnership status, even though such an arrangement might bring you in closer relationship to your wife and children. Protection and guidance is so central to your view of the man's role that to change to a marriage of equals would seem to destroy your whole raison d'etre.

g. humanist
You are able to overcome any dislike you feel towards individual feminists and recognize the justice of the goals of equality.

e. reformist
Rather than risk injustice at the hands of women, you will stay with the present setup, admitting it is unjust.

d. f. or d. f. and c. sexual fascist
A communist take-over has been spectre raised before the advent of unions, social security, integration and other measures now accepted as indices of human progress. Hatred of men may indeed be one extreme reaction to pressure of women, but it is unfair to say this is the impetus of the Women's Liberation movement. Rather, it is based on a positive wish to have equality for both sexes which would allow men to be more openly compassionate, peace-loving and tender, an arrangement which would permit men to put more of their energies into nurturing life and less into controlling, stifling or destroying it.

15. a. sexual fascist
Biologically, women have no right to or potential for success.

b. humanist
Women have been conditioned to believe they should not succeed. Success involves aggressiveness and competetiveness-two traits that our culture has traditionally viewed as masculine.

c. male chauvinist
Women can succeed, but only if they cease to be women.

d. paternalist
e. reformist
Matina Horner points out in a recent interview that the counter-culture is promoting the notion that competitiveness is bad. "If this idea should begin to dominate the norm, and women seeking to develop themselves for the first time should then rise to high positions, well they're still in bad shape. Because men define the good. It is what men do that determines the values of the society, and this is no less so in the counter-culture than in the one they left behind." (from an interview with Vivian Gornick, "Why Women Fear Success", *Ms*.)

16. a. sexual fascist
Anne's superiority in this hypothetical case is totally inconsistent with the fact that she is a female. She must therefore be a machine, invented by, guess who?

b. male chauvinist

It is only Anne's failure to achieve her primary goal-attracting a man-that has turned her to this secondary activity.

c. paternalist

No matter what Anne's other appitudes and training indicate, she will be most content fulfilling her traditional role of wife and mother.

d. humanist

Anne is viewed as a gifted human being, with no special strings attached to the fact she is also female.

e. reformist

Since only six percent of all doctors in the nation are women, and since the conditioning women receive often militates against success, the reformist predicts Anne will not fulfill the promise she has shown in school. However as attitudes change, so do statistics. The whole process begins with a awareness (consciousness raising, as it's called in the movement): an awareness of the facts, yes, but also an awareness of the possibility for changing those facts. Pessimism is not the mood of liberation.

17. a. paternalist
    b. reformist

We are bound to the present setup, a vicious circle of dependence, lack of initiative, more dependence.

c. male chauvinist
d. humanist
e. sexual fascist

But you can find plenty of justification in such places as the Confucian Marriage Manual, The New and Old Testament, The Holy Koran of Islam, the works of Aristotle, Pythagoras and Seneca, Talleyrand and Tolstoy, Bonaparte, Tennyson, Kipling and George Bernard Shaw.

18. As long as women are regarded as extensions of their husbands rather than individuals with special needs and abilities of their own, men will continue to be apprehensive about their wives' work.
If they fear that work will detract from their wives' ability as mother and companion, let them see how well a wife fulfills these roles when she desperately wants to get out of the house.
If they believe that their wives should be kept apart from social intercourse, I commend to them a play by Henrik Ibsen called "A Doll's House" and a seventeenth century comedy by William Wycherley called "The Country Wife"-the latter showing the foolishness of keeping wives cloistered and the former showing the inhumanity of this setup. Further, if we can view marriage as a loving partnership where both partners contribute tenderness, talent, intelligence and working and earning capacity, perhaps men will live longer and have fewer ulcers and heart attacks, and women will no longer predominate at mental institutions, psychiatric wards and analysts' couches.

As for categorization, you've probably had enough of it by this time to see where you stand. You may have learned something in the process about women and how you relate to them. Perhaps you've glimpsed some new possibilities that may not be so frightening, after all.

The Women's Liberation movement, like other group efforts combating injustice, seeks to change attitudes quickly. But human geings are slow to change-male and female alike. As Dr. Matina Horner pointed out, "The emphasis on the new freedom for women has thus far not been any more effective in doing away with women's tendency to aviod success than were the vote, trousers, cigarettes, and even changing sexual standards."

But Dr. Horner is still optimistic, hoping that the issues of ecology, the counter-culture, and liberation from sexual stereotypes can "eventually feed into a new normative world in which women may finally be able to define themselves." She has great hopes. And so, I think, must we.

Social Actions Training Branch
Lackland Air Force Base, Texas

LP AA/BB-I-6-2 (4)
1 August 1978

OPINIONNAIRE ON WOMANHOOD

Directions: In the blank space in front of each item, place the letter(s) that indicate the extent to which you agree with the statement.

SA - strongly agree
A - agree
U - uncertain
D - disagree
SD - strongly disagree

____1. Women should have the right to abortion on demand.

____2. Free day care for children is a right which all women should be able to demand.

____3. Marriage is an institution that benefits males primarily.

____4. Today's divorce laws are demeaning to women.

____5. Employment practices in the U.S. are discriminatory regarding women.

____6. The use of female sex appeal in advertising should be stopped.

____7. Job vacancy notices should not mention sex.

____8. Women should receive equal pay for equal work.

____9. Women should receive preferential treatment right now as indemnity for past discrimination.

___10. Women, because of their sensitivity, are superior to men in all work that does not rely primarily on brute strength.

___11. Women should not be barred from careers because they are mothers.

___12. The charge that women are overly emotional is a male smoke screen.

___13. Women are underrepresented in public office.

___14. A woman should be able to have herself sterilized without her husband's permission.

___15. Birth control information and devices should be readily available to any female over age fourteen who requests them.

PART II - TEACHING GUIDE

INTRODUCTION (3 Minutes)

ATTENTION

Probably the most unique minority group in the U.S.A. is our Native American. Indians, more than any other group, have struggled to remain apart from the dominate, white society. They have consistently resisted Government acculturation/assimilation techniques and other forces which have attempted to eliminate them as a people.

Non-Indians frequently find it difficult to understand the Indians' situation of today. First of all, non-Indians, for the most part rely on the media to explain what is happening to Indians, as opposed to first hand experience. Secondly, non-Indians don't know who or what Indians are. Our history books and literature were for the most part written by white men. Their accounts fluctuate between the concepts of the noble savage and the brutal, primitive savage.

Fortunately more and more Indians are beginning, and being allowed, to speak for themselves. N. Scott Momaday, Hyemeyohsts Storm, and Vine Deldoria, Jr. are three major current Native American writers who are helping all Americans to come to a better understanding of "the Indian".

The relationship between Indian and non-Indian is being told by Native Americans and others who are re-evaluating history from the Indian point of view.

You have some handouts and a bibliography of suggested readings which will assist you in understanding where Native Americans have been. I encourage you to read and study further.

OVERVIEW

Today, with only one hour, we want to cover a few topics which will help you understand where Native Americans are TODAY.

We will cover:

- Some current Native American values
- Some major problems presently facing Native Americans
- The concept "Red Power"

and lastly, some Native American organizations that are helping N.A.'s help themsleves.

MOTIVATION

Native Americans as a whole constitute about 0.5% of the total U.S.A. population (1975 figures) and only 1.1% of the U.S. Air Force (as of Oct 77). However, as Social Actions people we need a basic understanding of current social issues which may affect the A.F. population.

Depending on your base's location, you will have varying degrees of contact with Native Americans. However, problems concerning Native Americans don't occur only when N.A. are part of the base or local community. We must also be aware of stereotyping of characatures in base publications, flyers, advertisements in papers, in jokes and in countless other ways.

Sensitivity is the key word and to have it we must be aware of particular areas which are unique to Native Americans.

TRANSITION

In order to begin or extend your present awareness, let's now look at some current Native American values.

BODY (46 Minutes)

PRESENTATION

6c. Identify historical and current political, socio-economic events and attitudes which combine to shape the frame of reference for Native Americans in the United States of America today and make cross-cultural communication difficult.

1. Historical Perspective. (The test questions from this area will come from the assigned reading and films.)

2. Some current Native American values.

a. There is and was diversity of tribes and groups, but also there are some central elements in N.A. philosophy of life.

(1) Among one million North American Indians there are currently more than 315 tribal groups with at least 50 different languages.

(2) Compare this present number to the number prior to 1492. Before Columbus there were over 2000 different tribes and at least 300 different languages.

(3) Today N.A.'s live in urban and rural settings. In large cities, small towns, and on reservations. (2/3's of all Indians live on reservations).

(4) In spite of strong tribal ties, there are some common elements of philosphy of life. Not all values will apply to all tribes but there are many shared values.

b. Freedom

(1) Not negative in sense of lack of restrictions.

(2) Positive in sense of the ability to be; live and create in one's own way.

(3) This freedom to be self has created a way of life.

(4) Way of Life - This includes strong sense of community, generosity, and interpersonal harmony. All of these are an outgrowth of the extended family/clan among Indians.

c. Community

(1) Tribe is like one family with majority of people related either by blood or by "adoption in the Indian way". Adoption is an informal system of parents stating their love for and acceptance of a person as their "daughter" or "son". The result is a strong personal relationship among Indians.

(2) A tribal people sees a community as a loosely and freely unified whole, without denying the importance of the individual who discovers her/him self through warm personal relationships.

d. Generosity

(1) Highly prized quality

(2) Idea is SHARING. Share with total community.

(3) Examples are give-away dances and passing money from palm to palm when shaking hands.

e. Interpersonal harmony:

(1) Lack of economic competition BUT

(2) Enjoy personal and often playful competition.

(3) An example:

> "The Hopi seems to epitomize a common Indian tendency to prize cheerfulness, cordiality, hospitality, cooperation, and contentment and to eschew selfishness, economic competition, resentment, and aggression". (Chicanos and Native Americans - The Territorial Minorities p. 65.)

f. Present oriented - Indians are concerned primarily with the here and now.

(1) Some Indian languages only have present tense verbs.

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(2) As Vine Deldoria says "I say, enjoy life right now. What a man does with his life right now is what he will do in the future. That's the Indian way. So you might say the Indian is "future-oriented" in the present. The urban man says he lives for the future. He doesn't really. He lives by the time clock and the calendar and bank check. As a result he hardly lives at all. Now or ever."

(3) Charles Eastman notes that Sioux do not value work itself; rather immediate enjoyment of the beauty of life as it is lived.

(4) This runs counter to non-Indian work ethic. Conflict and misunderstanding can arise from this.

g. Time: This enjoyment of living for the here and now is influenced by the Indian concept of time.

(1) Natural, earth, body time.

(2) Contrast this with non-Indian clock watching.

h. Justice: Just as the Indian's concept of time is different, so is their concept of justice.

(1) Punishment is for restriction NOT revenge.

(a) If a cow is stolen, Pueblo authorities ask the offender to replace the animal with 2 cows, one given to the man whose cow he stole, and the other to the governing body of the village, which has also been injured by the anti-social act.

(b) If a man's arm is broken in a fight, the sentence for the one who caused the accident is to do the work of the injured man until his arm heals.

i. Harmony with Nature: Indians not only revere human life but all living things.

Mother Earth: This reverence for all living things includes the earth. Earth is the Mother of all life and is ITSELF sacred.

(1) You cannot buy or sell land just as you cannot buy/sell air of the sky or water of lakes or rivers.

(2) This particular concept runs counter to non-Indian majority concept of ownership. It has and still does create misunderstanding and problems for both Indian and non-Indian.

j. Joy of Life = Creativity: Indians have a life filled with a variety of relationships: person to person and person-to-nature.

(1) Joy of being has influenced Indian creativity.

(2) Although oppressed by whites, Indians are rediscovering joy and life and increasing creativity.

k. Value who person is not what person is.

(1) Previous values culminate in Indian valuing person.

(2) This in turn leads to more open person to person/nature relationships.

l. Little distinction between religious and secular affairs: As in their art, Indians do not make much distinction between religious and secular aspects of life.

(1) Indian religious not so concerned with prohibitions, negative moral codes, guilt or sin.

(2) Rather it is a celebration of nature, the universe, and its inhabitants.

(3) Indians have been effected by Christianity. Some have completely rejected it like the Hopi. Others have combined it with ancient Indian beliefs like the Native American Church, which also uses peyote.

m. Unity with variety:

(1) Pan - Indianism: As more and more Indians are becoming more aware of self many feel Unity is essential for survival - survival for themselves and their beliefs. This unity is also called Pan-Indianism, a multitribal nationalism.

(2) But unity must not be achieved at the expense of tribalism - a source of diversity.

(3) Traces of combination of unity and tribalism is being searched for.

EVALUATION

1. How has the value of generosity as a way of life influenced the Indians' concept of competition?

2. Compare the Indian concept of earth to the non-Indian concept of land.

3. Some major problems presently facing Native Americans.

   a. Health: Physical and Mental

      (1) Disease

         (a) Trachoma - extinct in general population still affects Indians in Arizona and New Mexico.

         (b) Tuberculosis - combined rate for Indians and Alaska Natives is about 8 times that of the total U.S.A. rate. (See p35 of Poverty Profile for more examples)

      (2) Life expentancy

         (a) 64 years for all Indians compared to 71 years for whites.

         (b) Reason - sub-standard housing, poor nutrition and inadequate health services.

      (3) Infant mortality

         (a) Indian babies death rate twice as high in the first year than in the general national population.

         (b) Reason - harsh, poor environment.

TRANSITION:

(4) Alcoholism and Suicide

(a) Deaths from alcoholism are 6.5 times as high as in the general population.

(b) Suicide is twice as high as the total of all U.S.A. suicides.

(c) "The physical illnesses of Indians are similar to those of other deprived people, although, statistically speaking, the Indian community suffers to a greater degree than do the others. In the area of mental health, however, the Indian community appears to have unique problems not shared by other minority groups. The Commission's demographic paper explains this phenomenon in terms of cultural conflict:

> As Indians have been caught more and more in the conflict between their traditional cultures and the demands of the larger society, mental health problems have increased.
>
> The conditions underlying the mental health problems of American Indians are related to the stresses brought about by their attempts to adjust to the values of the larger society. The lack of opportunity, the unfulfilled expectations, the purposelessness of their existence, the ambivalence of their identities, and the over-dependency on the government all contribute to these problems."

b. Education

(1) Under federal control

(2) Non-Indian instructors

(3) Indians have average of 8 years of education.

c. Un and under employment - poverty incomes.

(1) Average N.A. family income is $1500/yr.

(2) 40 to 50% of all N.A. are poor.

EVALUATION

1. What are some underlying conditions which contribute to the mental health problems of Native Americans?

2. What are some examples of physical health problems facing Indians today?

TRANSITION:

4. Red Power and Native American organizations which are pro-Indian power.

a. Red Power is self determination.

(1) Red Power first used at 23rd Convention of Nat'l Congress of American Indians.

(2) "Red Power means we want power over our own lives. We do not wish to threaten anyone. We do not wish power over anyone. We are only half a million Indians. We simply want the power, the political and economic power, to run our own lives in our own way. It frightens people I know, to talk of Red Power, but we don't want to frighten them. We want to shock them into realizing how powerless the Indians have been. We feel that if we don't get Red Power - now - we may not be around much longer."
(Vine Deloria, Jr.)

b. Nat'l Congress of American Indians.

(1) Because of Indian servicemen contacting other poor lower status persons during their service they realized they must learn to "work the system".

(2) In 1944 a group of acculturated Indians organized Nat'l Congress of American Indians (N.C.A.I.).

(3) Since the inter-tribal confederacies of the frontier this was the first designed for Indians to advance their political interests in the exterior world.

c. A.I.M.

(1) Started in 1971 - for all Indians to help with housing, job placement, court services, legal defense.

(2) Tenets of organization include

(a) Self-determination of tribe.

(b) Fulfillment of federal obligations.

(c) More federal money in fields like medicine and education.

(d) Change tribal negotiation proceedings with U.S. Government.

(e) Protect culture - not acculturation.

EVALUATION

1. What is the concept behind Red Power?

2. Name two N.A. organizations which promote Indian self-determination.

TRANSITION:

5. Direct students to small groups where they will participate in the Personal Attitudes/Feelings about Native Americans Exercise. (See Attachment 1)

CONCLUSION (1 Minute)

SUMMARY

We have covered current values and problems of American Indians as well as the concept of Red Power and organizations working toward Indian self-determination. Understanding Native Americans requires an open mind as it does with any group different than our own.

REMOTIVATION

As social Actions people we must strive toward greater awareness and a continued desire to learn. Then as we know ourselves better, other peoples desire for self-determination and freedom will not be threatening but a challenge to grow ourselves.

ASSIGNMENTS

Homework/Reading

CLOSURE

PERSONAL ATTITUDES/FEELINGS ABOUT NATIVE AMERICANS

(EXERCISE)

GROUP OBJECTIVE: 1) Identify personal attitudes and feelings about Native Americans, 2) Identify how these views were developed, 3) Determine if these attitudes are appropriate and if not 4) Determine how to change them.

NOTE TO INSTRUCTOR: Remember that an atmosphere of openness is essential. People should be allowed to say how they developed positive and negative attitudes. Our goal is help them see which ones may or may not be appropriate for the 1970's. Once inappropriate attitudes are identified, then discuss how to innovate personal change.

1. TIMING: There are 5 sections to this exercise. Sections 1 and 2 can be done quickly. You want to bring ideas to personal awareness. Indepth search for "why" is not necessary. Sections 3, 4, and 5 should receive more emphasis. For timing, you may want to spend 10 to 15 minutes identifying present views and then spend the remainder of the hour equally among 3, 4, and 5. Remember, each class will be different. Some groups may not be willing or able to identify personal stereotypes. Consequently, more time must be devoted to that section. Be flexible.

SECTIONS

a. Identify your personal attitudes and feelings about Native Americans.

(Ask questions that will help people see if they are stereotyping).

(1) When I say "Indian", what kind of picture/person comes to your mind?

(2) Is the person male, female, adult, child?

(3) What does the person look like? What kind of hair, eyes, etc.?

(4) What is the person wearing?

(5) What are the person's surroundings? Where does this person live?

(6) What does this person do for a living, for fun/recreation?

(7) What kind of feelings do you have about this person you have just pictured? (Happy, envy, pride, anger, hatred, sadness, guilt, disguest?)

(8) When you see Hollywood western movies and the Indians are attacking the whites (and vice versa), how do you feel?

b. Identify how you developed your present feelings and attitudes about Indians.

(1) At what point in your life did you first have contact with Native Americans?

(2) How much contact with American Indians have you had during your life?

(3) Were you raised with/around Native Americans?

(4) As you grew older, did your contact change - either increase or decrease?

(5) At various points in your life, what were your attitudes toward Indians? As a child, an adolescent, a young adult.

(6) What were some influencing factors at these different stages?

(7) If your attitudes changed, when did they change and what was happening in your life to help bring about those differences?

(a) Increase/decrease contact

(b) Education (school, books)

(c) Media coverage, etc.

c. Identify whether or not your attitudes/feelings are appropriate/realistic.

(1) Compare attitudes to factual information:

(a) All Indians are on welfare. (False)

(b) Indians are morally weak and therefore are inferior, as evidenced by their high alcoholic addiction rate. (High alcohol abuse but not due to morality)

(c) Indians are racially inferior. (NO racial inferior difference, race is difficult question)

(2) Identify other attitudes and address these to real world information.

d. Identify any attitudes you may want to keep or change.

(1) Have you identified any attitudes/feelings that you want to keep?

(a) Are these realistic and/or positive views?

(b) If so, how did you develop them? (Identify positive attitude development techniques).

(2) Have you identified any attitudes/feelings that you want to change?

(a) Which attitudes/feelings are they?

(b) How did you develop them?

(c) How have they served you in the past?

e. Identify how you plan to change your inappropriate attitudes/feelings.

(1) First you need realize how you initially developed your attitudes on Indians and how these attitudes have previously served you.

(2) Next identify what will happen if you change your views.

(a) How will you benefit if you change some of your attitudes and feelings about Indians?

(b) Are there other benefits?

(3) Develop a strategy for change.

(a) How can you start changing your attitudes and feelings?

(b) What services are available at your base and in your community to assist you?

(c) Are there educational programs available?

(d) What are some other ways to broaden your knowledge about Indians?

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STUDY GUIDE

3ALR73430A/B-30LR7361A/B-30ZR7364A/B-I-6-1

Technical Training

Equal Opportunity and Treatment
Drug/Alcohol Abuse Control

CROSS-CULTURAL DIFFERENCES AND DIFFICULTIES
ASIAN AMERICANS

May 1978

USAF TECHNICAL TRAINING SCHOOL
Lackland Air Force Base, Texas 78236

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Lackland Air Force Base, Texas 78236

SG 3ALR73430A/B-30LR7361A/B-
30ZR7364A/B-I-6-11
20 May 1978

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CROSS-CULTURAL DIFFERENCES AND DIFFICULTIES
ASIAN AMERICANS

OBJECTIVE

Identify historical and current political socio-economic events and attitudes which combine to shape the frame of reference for Asian-Americans in the United States of America today and make cross cultural communication difficult.

INTRODUCTION

The material in this handout is intended to introduce this portion of instruction on Cross-Cultural Differences and Difficulties. You will have an opportunity to discuss the information within the context of the Social Actions career field.

The study guide covers the following areas: Historical perspective, problem areas which are affecting Asian-Americans today and problem areas that Asian-Americans have encountered within the military.

Articles include historical data and current issues relative to political, socio-economic events and attitudes. The readings were selected and extracted to give each student more awareness and sensitivity to the problems faced by Asian Americans, as described by Asian Americans.

Although you will see comments regarding some of the problems and issues of Asian Americans in each of the readings, the second section will give a broader definition of the concerns of "Asian Americans" related to areas of health, education and welfare as prepared by the Department of Health, Education and Welfare.

Finally we will have a quick review of problems that Asian Americans have encountered in the military environment, contained in the third article. It is neither inclusive nor comprehensive, but it should suffice to indicate the wide extent of problems that many Asian Americans may face in their life in the military/civilian community.

The material is taken from a variety of sources: Defense Race Relations Institute (DRRI); Minority Studies Division Asian American Reference Book, Civil Rights Digest; Fall 1976, Summary Report from the Department of Health, Education and Welfare.

ASSIGNMENT

After reading this study guide, complete the questions on the last page. Turn your work in to your group facilitator for review/discussion on the date indicated in your class schedule.

Supersedes: HO A/B-I-6-11, A Summary of Asian American Problems, 1 Jun 76

SECTION I

INTRODUCTION

In this section we focus on the problems of Asian and Pacific Americans. Like many other groups, Asian Americans have become more active in the last few years in organizing to combat discrimination, stereotyping, and neglect of their needs by various government agencies. Conflicting images about them held by the rest of Americans -- that of a model minority, of "tong wars", of disloyalty, of inscrutability, and of being exotic -- have combined to make this struggle difficult. This handout is intended to make social actions persons more aware of, and sensitive to, the problems faced by Asian Americans, as they are described by Asian American authors.

We hope this collection of articles will serve to introduce the history and current concerns of Asian and Pacific Americans, who early on suffered greatly from vicious discrimination and racism that has abated significantly only in the last 25 years.

o

Material in this section was extracted from articles appearing in the Fall, 1976 issue of the Civil Rights Digest.

RUN OUT AND RIPPED OFF: A Legacy of Discrimination

By Donald Teruo Hata, Jr. and Nadine Ishitani Hata

In recent years, due in large measure to the momentum created by the 1950s civil rights movement, professional historians and scholars have produced a growing body of perceptive and thoroughly researched studies on the Asian and Pacific minorities in America. Works such as the recent well-balanced collection of essays in *The Asian American, The Historical Experience* (edited by Norris Hundley, 1976) contain a clear commitment to the need for all Americans to appreciate the significance and relevance of the Asian and Pacific American experience to the mainstream of America's culturally pluralistic past and present.

The political history of Asian and Pacific peoples in America has much in common with that of other nonwhite minorities. The earliest immigrants from across the Pacific were no less despised than other nonwhites by the nationwide forces of racism and nativism in America.

The legislative and legal record reveals that, as in the case of other nonwhite minorities, laws were either specifically enacted to oppress Asian and Pacific peoples in America or interpreted and implemented by the courts and enforcement officials to deny them equal protection. Discrimination through denial of equal application and implementation of the law was demonstrated, for example, in the definition of Federal immigration and naturalization statutes as applying only to white or black aliens, thereby making

Asian and Pacific immigrants forever "aliens ineligible for citizenship." This definition provided the foundation for overtly discriminatory laws at the State level prohibiting the leasing or ownership of land by "aliens ineligible for citizenship." Moreover, during the 19th century—even after the celebrated ending of black slavery—the only immigrants singled out specifically by name and prohibited by law from freely entering the United States were the Chinese. The Japanese would find themselves similarly isolated and excluded when Congress adopted the immigration bill of 1924. That law would prove offensive to Eastern and Southern Europeans because of quotas imposed on their annual arrivals, but the Japanese were totally and specifically excluded.

A final theme that characterizes the recorded past experience of Asian and Pacific peoples in America is their treatment by authors as the "objects" rather than the "subjects" of history. Without basic civil rights to protect themselves from the policies of villainous officials and denied the opportunity to participate in the political process in any meaningful way, they have been cast in the role of inconsequential "losers" in the pages of American history with only whites having major roles. American historians have thus compounded the injuries inflicted by racist legislators and judges by perpetrating the myth of American history and institutions as the ultimate example of freedom, democracy, and all other egalitarian ideals.

The truth lies in another direction. It lurks underneath the cosmetic surface of political platitudes and polite euphemisms and reminds Asian and Pacific peoples, and all other victims of America's historically racist institutions and monoculturally-exclusive ideals, that nonwhites are strangers in their own land. As recently as August 1973, the superficial acceptance of Asians as a "model minority" was exposed when the attorney for John Ehrlichman and H.R. Haldeman, former White House aids, publicly slurred U.S. Senator Daniel Inouye as "that 'little Jap'" during the Senate Watergate hearings. Again, in our bicentennial year, the resignation of Secretary of Agriculture Earl Butz for racial slurs against blacks reminds all nonwhites of the strong persistence of racist attitudes and behavior behind the fragile and false facade of egalitarian democracy in America.

Numerically, Asian and Pacific peoples have never constituted a significant minority in the United States. A more accurate description might be that they comprise but a minuscule minority among other nonwhite minorities in America. According to the 1970 census, Asian and Pacific Americans total less than 1 percent of the entire population of the United States. Their immigrant predecessors were no less negligible in number: a mere 2.5 percent of all legal immigrants came from Asia and the Pacific during the period 1820-1971. It is a historical fact, however, that Asian and Pacific immigrants and their descendants have been the objects of legislative and legal discrimination to a degree dramatically out of proportion to their insignificant numbers. So why all the fuss over so few?

California, where most Asian and Pacific immigrants would eventually settle, had experienced its first wave of nativist sentiment as early as 1849, just before the influx of large numbers of Chinese. Soon after the discovery of gold, hordes of Forty Niners streamed into the Golden State. By 1850 the mining population in California included 20,000 foreigners alongside some 80,000 Americans, a situation which soon led to a shift in local political priorities from the "Negro Question" to the "Immigrant Question." A Foreign Miners Tax was levied by the State legislature in 1850, and white "Yankee" vigilantes began to attack all "foreigners" in the diggings—including native Hawaiian immigrants.

In 1852 Chinese began to replace Hispanos as the largest minority in California. In that year the first significant shift in the population of California's colored minorities began with the arrival of 10,000 Chinese. When the 1852 legislature convened, the estimated 25,000 Chinese comprised the largest single body of unnaturalized residents in the State. White officialdom's response was swift: In 1854 the California Supreme Court decided that Chinese could not testify against whites in court. The next year an attempt was made to discourage sailing vessels from embarking Chinese by levying a $50 tax on a ship's master, owner, or consignee who had on board any person "ineligible to become a citizen." Three years later, an 1858 law prohibited Chinese from landing "upon the Pacific Coast except when driven by stress of weather." The law warned that "any captain landing such a person was liable to a fine of $400 to $600 or to imprisonment not to exceed one year."

Having moved against their departure from China and arrival on the West Coast, the racist-nativist alliance next focused on stopping the Chinese from acculturating. They would accomplish this neatly with the first of many California school segregation laws which was adopted in 1860 and excluded Chinese, Indian, and Negro children from the public schools. In 1885 the first school for "Chinese only" was established in San Francisco. This debunks the myth that the West Coast had no connection with the inherently unequal white racist institution of "separate but equal" schools in the South.

By the turn of the century the success of the nativist-racist alliance against the Chinese was complete. With the permanent enactment of the Federal Chinese Exclusion Law in 1904, the popular cliche "you don't have a Chinaman's chance" was at once tragic but all too accurate. In the following decade, the earlier anti-Chinese arguments of unfair competition from "cheap coolie labor" would be overshadowed by charges that all "Orientals" were the vanguard of a "Yellow Peril," unsuitable for either future acculturation or racial assimilation into the white majority society of the West Coast and the Nation.

The "Yellow Peril" and Japanese Exclusion

Japanese immigration would loom most large between the turn of the century and the end of World War I, but other Asian and Pacific peoples began to trickle in by 1900. Small numbers of Koreans, for example, arrived in search of refuge from the impending annexation of their homeland by Imperial Japan (which occurred in 1910). Earlier, by the end of the Spanish-American War of 1898, the Phillipines, part of Samoa, Guam, and Hawaii came under American control. A few years later the U.S. Supreme Court ruled that the Constitution and citizenship do not necessarily follow the flag and thereby demonstrated that Americans were no less immune to overseas colonial ambitions than the European imperial powers. Instead of calling it "imperialism," however, Yankees preferred the euphemism "Manifest Destiny."

The cheap labor vacuum created on the West Coast by the Chinese exclusion laws was a major factor in the large influx of Japanese immigrants by 1900. Even during the peak period of arrival and settlement (1901-1910), the total Japanese population in America comprised no more than 2 percent of the population of California and barely one-tenth of 1 percent of the total U.S. population. One would think that such a numerically negligible minority would have gone unnoticed. But the Japanese were soon perceived by the nativist-racist movement as a more dangerous version of the "Yellow Peril" than the Chinese who had preceded them. White labor unions and employee associations regarded them as "scabs" who posed the same threat to their livlihood as the Chinese. Organized labor was especially enraged by the entry of Japanese workers into areas such as logging, mining, fishing, canneries, and railroad work.

By 1905 delegates from more than 67 labor organisations met in San Francisco to form the Asiatic Exclusion League. They moved quickly. In 1906 the San Francisco School Board bowed to the league's pressure and banned all Japanese and Korean students from the city's public schools. By 1913 the growing coalition of racists and nativists had engineered the enactment of laws in California and other West Coast States prohibiting the sale or lease of land to "aliens ineligible for citizenship"--a "Catch-22" phenomenon created by the peculiar wording of Federal naturalization laws combined with the 14th amendment. These laws specifically restricted naturalization privileges to only "white persons" and those of African descent.

Finally in 1924, as part of an intensive anti-immigration movement across the Nation, Congress passed an immigration bill that established permanent quotas on immigrants from nations outside of northwestern Europe. But they also added a specific provision for the total exclusion of Japanese. From that year until the relaxation of national quotas in 1952, Japanese immigration ceased.

Philipinos Fill the Vacuum

Prior to 1920 most Pilipinos who migrated to the United States were students, domestic servants, and unskilled workers--many of whom had moved to the West Coast after being first recruited to work on Hawaiian sugar plantations. Their legal status was defined in the 1917 Federal immigration law which stated that Pilipinos were neither U.S. citizens nor aliens, but "nationals." The exclusion of Japanese in the 1924 immigration law created a cheap labor vacuum on the West Coast, and large farming interests saw Pilipinos as an easy replacement. As a result, economic realities saw to it that Pilipinos were exempt from the 1924 law by confirming them as "nationals"—a designation sufficiently vague to permit them to migrate freely to the United States. By 1928 race riots flared against Pilipino laborers throughout the West Coast, and the nativist-racist coalition regarded the Pilipino influx as a "third wave of Oriental immigration" that had to be halted. But the Philippines were American territory, and as a final compromise, it was decided that future Philippine independence would settle the issue. After all, Pilipinos would be citizens of a soverign foreign nation, and therefore subject to laws against the immigration and settlement of aliens in America. Thus it was, observed Carey McWilliams in *Brothers Under the Skin* (rev. ed., 1964), that "those who sought to bar Pilipino immigration suddenly became partisans of Phillipine independence."

As tension heightened between the United States and Imperial Japan in the 1930s over divergent interests in the Western Pacific and Asia, Japanese Americans were caught in the middle of a growing question concerning their identity and loyalty as Japanese or Americans. Throughout the 1930s their enemies increasingly called attention to the so-called "un-American" behavior of Japanese Americans—most of whom were U.S. citizens by birthright. The existence of Japanese language schools, dual citizenship, and the persistence of Buddhism (an "un-American" religion according to the Exclusion League) were "proof" that the Japanese in America were consciously resisting acculturation into the mainstream of American society. By the eve of the Imperial Japanese attack on Pearl Harbor, the nativists and racists had created a pervasive fear that all Japanese in America—irrespective of U.S. citizenship—could not be trusted.

Post-War Immigration

While the total population of Asian and Pacific Americans is less than 1 percent of the total 1970 census tabulations, their diversity and numbers are increasing dramatically: Asian immigrants went from 20,683 in 1965 to 130,662 in 1974—an impressive increase of 532 percent. When one considers that the total volume of immigrants from all countries increased only 23 percent between 1965 and 1974, the increase in Asian immigration takes on an even greater meaning for the composition of American society by the tricentennial. With a steady decline in birthrate, no less than one out of every five new Americans is a first-generation immigrant. And, in 1974 one-third of all immigrants came from Asia.

A number of factors have influenced this new phenomenon. In 1952 the Walter-McCarran Act, otherwise known as the Immigration and Nationality Act, relaxed the rigid restrictions of the 1924 immigration law. The 1952 law provides that all races were eligible for naturalization and citizenship, thereby permitting any Asian immigrant pioneers who were still alive to finally leave their nonperson status as "aliens ineligible for citizenship." The new immigration law still maintained a quota, however, and remained significantly discriminatory toward immigrants from Asia and the Pacific. But 1952 saw major progress when the California Supreme Court declared the State Alien land laws unconstitutional and in violation of the due process and equal protection clauses of the 14th amendment (*(Fujii v. State,* 1952).

In 1965 Congress removed all immigration quotas. Irrespective of race or national origin, immigration has now been placed on a first-come, first-served basis. Two other factors influencing the demise of American fears of Asians are the presence of large numbers of Americans in Asia and the Pacific since World War II (occupation of Japan, Korean War, and Vietnam) with Asians immigrating as wives or refugees, and a shift in the American public's image of Asian Americans from the pre-World War II "Yellow Peril" to that of a "model minority."

As a result of these changing immigration patterns in the past decade, contemporary America includes a wide range of Asian and Pacific peoples whose immigrant origins can be traced to almost every significant ethnic and national grouping in those lands which British and European imperalists once referred to as "east of Suez." They include Chinese, Japanese, and Koreans from East Asia; Indians, Pakistanis, and other groups from South Asia; Vietnamese, Indonesians, Thais, Malaysians, Pilipinos, and others from Southeast Asia; and a wide representation of Pacific peoples such as Samoans, Guamanians, native Hawaiians, and Tongans. Thus the old definition of Asian American as referring simply to Chinese, Japanese, and Pilipinos is no longer accurate.

THE CHINESE EXPERIENCE: From yellow peril to model minority

By Legan Wong

The history of the settlement of America can be perceived as a continuous wave of diverse racial and ethnic minorities. Unfortunately, many Americans know little of their own cultural and ethnic roots, let alone those of their neighbors of different racial and ethnic backgrounds. Ask most Americans what they know about the Chinese and their community, and the responses will probably conjure up images of "a quiet hard working people," "real good inexpensive Chinese restaurants," and "exotic Chinatowns with pagoda-shaped roofs and strange sights and smells."

These images are superficial and lead to stereotyped misconceptions of a group's history and contemporary experiences in this country. Worse, they can easily form the basis of suspicion and hatred which continue to divide people along racial lines.

According to the 1970 census, 435,062 Chinese live in America. Of that figure, approximately 62 percent or 155,000 lived in the northeastern portion of the country, with 82,000 in New York State alone. The Chinese are a highly urban group, with more than 96 percent residing in major cities.

The first sizable number of Chinese arrived on the shores of California in 1848. This immigration was made up predominately of young married males from southeastern China. These sojourners did not come to America out of greed for gold as many historical accounts claim. They were lured and forced out of their homeland by natural disasters, famines, and the results of the social, economic, and political exploitation of China by the West. Arriving at the time of American industrial expansion westward, which required an immense labor force, the Chinese experience became a model of labor exploitation.

Through their work, the Chinese were instrumental in the development of the Western frontiers. They constituted the main work force of the western link of the transcontinental railroad and were the mainstay of the early manufacturing and agricultural industries of the West.

However, recurrent depressions and massive unemployment in the 1870s created social turmoil throughout the country.

The rising industrial capitalists and many trade union leaders pointed an accusing finger at the Chinese--making them scapegoats for the crisis created by the robber baron mentality. Campaigns were developed to exclude and eliminate them from employment. The success of these campaigns was evident by 1910, with the near disappearance of Chinese in the labor market. Those left were found only in the limited service industries. Riots and massacres of Chinese in the 1870s and 1880s forced them eastward and out of rural areas into the urban confines of the "Chinese quarter" or Chinatown.

The nature of the Chinese community has changed since the development of the first Chinatown. Various types of Chinese communities exist in America, distinct in physical location, population concentration, and socioeconomic status.

In 1943 the Chinese were finally given the right to become naturalized citizens. Naturalization allowed a small number of Chinese the opportunity to enter government and professional occupations. Along with a small group of college-educated American-born Chinese, this tiny minority formed the beginning of the Chinese American middle class.

As the years progressed, these Chinese began to realize that middle class status did not mean total social or economic acceptance into American society. Many professionals found advancement in their chosen fields blocked by subtle forms of discrimination. Chinese Americans with educational and technical skills still encounter considerable discrimination in both the public and private sectors.

The relative economic success of middle and some working class Chinese has led many to believe that all Chinese Americans are "successful" and should be considered a "model minority." This myth developed in the wake of the urban turmoil of the late sixties. America needed a colored minority to prove that its system still worked. Statistics such as the Chinese median family income of $10,610 were presented to substantiate the myth. But Chinese families are more likely to have at least two full-time workers than the average American family, and the Chinese family is usually larger than most American families. In many cases, grandparents or other relatives live in one household and supplement its income. The perpetuation of the success myth is dangerous, for it serves to justify lack of attention to important problems.

A contemporary Chinatown is more than a geographical community. It serves as the cultural and ethnic center for Chinese throughout the city and its suburbs. Seen by outsiders as a quaint tourist attraction, Chinatown is actually a "gilded ghetto," populated by immigrant working-class people. Population increases in Chinatown and the current economic crisis have increased the social problems besetting the Chinese community. Problems of the elderly, youth, and immigrants; language; inadequate housing and social services; job discrimination; and the inability to break out of the service industries have all taken their toll, and have also affected the community's structure.

For too long the experiences of the Chinese population in America have been either shrouded in misconception or totally ignored. This country can no longer turn its back on the community and pretend it has no problems. It must recognize and deal effectively with the issues affecting this community. The Chinese experience in America must be understood not only for our own benefit, but also to teach future generations of Americans about the peoples and cultures that make up our country. More importantly, learning about Chinese Americans will allow us to reexamine governmental policies towards racial and ethnic groups and begin to make necessary changes.

PILIPINO AMERICANS: From colony to immigrant to citizen

By Royal F. Morales

The history of the Pilipino Americans in the United States is a story of struggle that is often unknown and misunderstood.

The first wave of Pilipino immigration to the United States began at the conclusion of the short-lived Philippine-American War (1899-1902). The war, often referred to as the "Philippine Insurrection," came about when Spain sold her Philippine colony to the United States, presumably because of her defeat in the Spanish-American War. However, the final blow resulted from the Pilipinos revolting against Spanish rule.

As a newly acquired territory, the Philippines became the immediate source of manpower supply and served as a strategic military base in and around the Asian and Pacific countries. However, since the middle of the 18th century, several families of Pilipino ancestry lived in "settlements" in various coastal regions frequented by the famous Philippine-Mexico Spanish galleon trade, such as New Orleans and Baja California. These early settlers were slaves and shipbuilding workers serving on Spanish vessels who managed to "jump ship" and who intermarried with other ethnic groups.

The first wave of immigrants, recruited and imported between 1900-1934 under the Sacada system—a replica of the 18th century indentured servitude applied to Europeans—replaced the Japanese and other farm-workers of Hawaii and California who left the farms for other jobs. At the height of this immigration, strong anti-Japanese sentiments resulted in passage of legislation that halted the coming of Japanese workers.

More than 100,000 Pilipino workers—able-bodied, single young males—provided the "brawn power" needed for the pineapple and sugar cane plantations of Hawaii and the citrus vegetable farms of California. During "off seasons" they provided services for hotels, restaurants, and private homes and worked in the fishing and cannery industries of Washington and Alaska.

In addition, thousands of students and government-supported pensionados came to learn the skills of administering political and educational programs for their developing country.

Like their immigrant predecessors during the Depression years, the Pilipinos, limited in the English language, "neither alien nor citizen," faced exploitation from the agribusiness people and accepted hard labor for cheap pay. Unwanted by organized labor, they encountered overt personal and institutional racism, became embroiled in racial conflicts, and met ill-will based on negative stereotypic images. Perceived as economic competitors and as personal threats to other groups, Pilipinos suffered increasing hostility. Anti-Pilipino riots occurred, and finally in 1934, an exclusion act provided for an immigration quota of 50 Pilipinos each year.

The arrival of the second wave of immigrants begum slowly before World War II and continued to increase after the Philippine Independence of July 4, 1946, when the yearly quota changed, allowing 100 immigrants in addition to the families of the Pilipino veterans. Several thousand young men were again recruited for agricultural work in the vast plantations of Hawaii, while hundreds of students immigrated to fulfill personal dreams, and many government workers came to study various educational and political programs in preparation for their role in the development of a devasted Philippines.

During this period, the immigration of single women increased. Families of military personnel were permitted to join their husbands and fathers in the United States and elsewhere, enabling a closer family lifestyle for this generation.

A third parallel wave of immigrants started in the 1950s and escalated rapidly in the late 1960s as a result of the drive to recruit foreign-trained manpower and the unprecedented relaxation of immigration quotas for non-European nations, especially the Asian and Pacific countries and Latin America. By 1965 the allowable quota was at least 20,000 a year. Those who came were mostly professional people giving rise to the term "brain drain."

They included medical doctors, nurses, social scientists, teachers, engineers, dentists, accountants, pharmacists, and lawyers.

In addition, over 50 percent of this wave of immigrants were single women in their late twenties and early thirties. This development stems from the high and important status placed on women and their role in Philippine culture, politics, education, and family affairs. It is not, therefore, suprising to discover that, according to the 1970 census, Philipina women in the United States have attained higher median levels of education than the national average attained by other women. At the same time, 9 percent of Philipino women were heads of household compared with the national average of 11 percent.

The population growth of Pilipino Americans in the United States is phenomenal.

In 1940, more than 120,000 Pilipinos lived in the United States, with about 95 percent living in the rural areas of the West Coast and Hawaii. The majority were males and farmworkers. In 1960, the census counted 176,310 and in 1970, 343,000. Obviously these figures are now outdated, considering the number of new arrivals since 1970 plus the normal birthrate and the presence of students and writers. The overall 1970 population increase reflects a 95 percent jump over the 1960 census count, compared to the total U.S. growth of 13.3 percent during the same period. During 1971-1975, the total number of immigrants far exceeded the 20,000 per year quota, averaging approximately 28,000 a year. (Immediate relatives of U.S. citizens are not included in the quota.) In 1975 more than 31,000 came to the United States, according to government sources.

With the population growth came the development of Pilipino American communities throughout the larger cities of the United States.

Now 85 percent of Pilipino Americans live in urban areas, compared to 5 percent in 1940.

Contrary to what many people think, Pilipino Americans--like other ethnic and minority groups--face many problems, including subtle racism.

Most Pilipinos have Spanish surnames that result in cases of "mistaken identity." In many statistical surveys, they are not counted and thus shortchanged in services.

Recently arrived families face the cold realities of a subtly racist job market and have unrealistic expectations fed by an American-generated myth of economic and equal opportunity. Many professionals are underemployed or unemployed--lawyers work as law clerks, teachers as aides, doctors as lab technicians. Others just find whatever jobs are available in order to survive. When a Pilipino is hired, employers play on the desire to "prove oneself," so that applicants frequently accept lower pay than necessary. Under "last hired, first hired," newly hired Pilipino employees, like other minorities, are the first to be let go--often frustrating the purpose of affirmative action.

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Other concerns include the increase of youth problems, identity crisis, and feelings of low self-worth—all exacerbated by the omission of the history and culture of Pilipino Americans in social studies and history classes and by unaware and insensitive teachers, textbook writers, and administrators. The repudiation of one's cultural and racial background that seems required in order to "belong" has created in too many Pilipino youths as alienation from school, increasingly manifested in truancy, delinquency, and "pushouts." The family becomes less important, values weaken, and the hiya (shame) concept is rendered meaningless. Twelve percent of the Pilipino population falls below the low-income level, nearly the same as the 13 percent figure for all Americans. But given the level of Pilipino education, 12 percent is disproportionately high.

The Philipino American background combines Asian and Western historical and cultural pluralism. Pilipino ethnicity is blended from and rooted in many races; Pilipino religions are linked with Indo-Malayan-Chinese heritage, Islam, Hispanic and Irish Catholicism, and American Protestantism.

Indeed, the story of Pilipinos is far from complete. Their future is unlimited. Yet to be examined are several important aspects of the acculturation process—changes and retention of cultural and historical heritage; family lifestyle and intergenerational relationships; marital patterns and child rearing practices; and political involvement, aspirations, and contributions. The development of these topics by others will not only increase the pool of knowledge regarding Pilipinos, but it will also provide information on which plans for progress can be based.

KOREAN AMERICANS: An emerging immigrant community

By Bok-Lim C. Kim

The Korean American community in the United States is emerging as a significant Asian American group, a large proportion of whom are recent immigrants (85.7 percent). The 1970 census reported 70,000 Korean Americans in the United States, 54 percent of whom were foreign born. Since then, 121,807 more Koreans have emigrated to the United States and an additional 23,524 have adjusted their status from that of temporary to permanent residents according to the Immigration and Naturalization Service.

Thus, as of June 1975, official records indicated there are 215,431 Korean Americans in the United States, discounting natural growth and the substantial undercounting (estimated at 7.7 percent) of minority groups in the 1970 census. This total represents an increase of 307.7 percent in 7 years. Should the present rate of immigration continue, there will be about 370,000 Korean Americans in the United States by 1980.

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Korean Americans are subject to the same marginal status and special problems as other Asian and racial minority groups in the United States. However, their immigration history and demographic characteristics are uniquely their own.

Spurred by political and socioeconomic instability and encouraged by their government, some 7,226 Koreans (6,048 men, 637 women, and 541 children) emigrated to work on Hawaiian plantations during 1904 and 1905. The immigrants were mostly poor farmers, and, interestingly, nearly half were converted Christians. In 1905 the Korean Government prohibited all further emigration upon learning of the harsh working conditions of Korean workers in Hawaii.

Korean Americans are more widely dispersed among all regions of the United States than other Asian American groups. For instance, 44 percent of the Koreans living in the U.S. in 1970 were located in Western States, including Hawaii. Of the remainder, 20 percent were found in Northeastern States, 19 percent in North Central, and 17 percent in Southern regions. The trend toward widespread distribution of incoming Korean immigrants has continued since 1970. Less than one-third have settled in Western States, while the Southern and Northeastern States have each received about 24 percent of the incoming Korean groups, with the North Central States maintaining about the same representation as before.

In terms of urban and rural distribution, Korean Americans are again atypical among the Asian American groups. A much higher percentage (33 percent) of Koreans live in rural areas as opposed to the Chinese, the Japanese, and the Pilipinos.

The median age of Korean Americans in 1970 was 26 years. This figure places the Korean group between that of white Americans, with a median age of 28, and black Americans, with a median age of 22.5 years. Nationally, the proportion of Koreans under age 18 was 34 percent or about the same as it is for the total population in the United States. Nationally, only 3 percent of the Korean group is made up of older persons and this is less than one-third the proportion of elderly in the U.S. population.

Unlike other Asian American groups, the sex ratio of Korean Americans has favored females during the last two and a half decades, primarily owing to the immigration of young female children adopted transracially by American parents and young intermarried Korean women. While a trend toward a more balanced sex ratio is evident among recent immigrants, still, twice as many females as males were admitted to the United States between 1970 to 1975.

The fact that a large proportion of the 20-29 age group is married to non-Koreans is supported by the 1970 census data, which reported 12,000 Korean male family heads and 18,000 Korean wives of family heads. These figures indicate that fully a third of Korean women in the U.S. are married to non-Koreans.

The educational achievements of the Korean population in the United States are quite high, especially among recent immigrants. Nationally, more than one-third (36.3 percent) of the Korean Americans have completed 4 or more years of college education, compared to 11.3 percent of the U.S. population. Seventy-one percent of the Koreans have completed high school and fewer than 20 percent of the adult population have less than an eighth-grade education. Aside from the immigration policy which favors the admission of educated persons by granting preferential status to professional and technical workers, high educational achievement has been a well-ingrained cultural value among Koreans for several centuries.

While the 1970 data indicate that the income levels of Korean males and females were close to the national average, their earnings were actually much lower than those of the total population in the United States in terms of the higher proportion (36.3 percent) of college graduates among them.

The foregoing sketch of Korean Americans presents a deceptively favorable picture of a community consisting of well-educated young to middle-aged persons in their most productive years. A closer examination, however, reveals several areas of concern warranting public attention.

Underemployment of highly trained and educated Korean Americans represents a waste of valuable human resources as well as the deprivation of needed services from the Korean American community and society at large. Underemployment is severe among professionals in the fields of health, engineering, law, and education. Such professionals find that their credentials and work experiences in Korea as well as their education in the United States are often ignored by potential employers and licensing bodies.

Problems encountered by Korean women married to U.S. servicemen are less visible and consequently are poorly understood by both the Korean ethnic community and the majority population. Since 1950 nearly 30,000 Korean women emigrated to the United States as wives of American servicemen. An indeterminate number of them suffer from physical abuse, neglect, and desertion. Many more suffer from isolation and alienation.

English classes are needed for most foreign-born Korean Americans irrespective of age and level of education. The Korean language is structurally different from English and most Korean Americans find mastery of the English language to be a most difficult task. A lack of English proficiency has far-reaching tangible and intangible consequences: English language deficiency affects the type of jobs available and the rate of promotion for Korean Americans; racist employers use language as an excuse not to hire or promote Koreans; Korean American children with a lack of English skills find that it affects academic learning and performance in school as well as relationships with teachers and peers. On the intangible side, English deficiency affects the self-esteem of Korean Americans; many speak of losing their self-confidence after repeated experiences of being misunderstood or mistreated by unsympathetic Americans.

This brief article highlights the major characteristics of the Korean Amercian population and lists some of their most pressing problems and needs. Although the limited space did not permit the full discussion of the effects of discrimination on Korean Americans, the cost of unequal treatment, both tangible and intangible, is well appreciated by its victims. As members of a minority group that has suffered discrimination, Koreans recognize that the need to join in a common effort to eradicate the racism and discrimination poisoning our society is ever more urgent.

PACIFIC ISLANDERS IN THE U.S.: A struggle against anonymity

By Faye Untalan Munoz

In recent years, a rapid migration from the U.S. Pacific Territories for Guam and Samoa has greatly increased the concentration of Pacific Islanders in the continental U.S. No census data or statistics accurately describe the number, residency, or socioeconomic conditions of Pacific Islanders in the U.S. Because of the political status of their islands, American Samoans and Guamanians are able to flow freely back and forth to the U.S. This back and forth travel is not monitored by migration agencies or government programs. One result is political and social anonymity, a series of injustices affecting people whose problems are inappropriately handled and whose views are simply not known to those who shape policy in the United States.

In addition to Guamanians and Samoans (from American and Western Samoa), native Hawaiians, Tongans, and others from smaller islands of the Melanesian, Micronesian, and Polynesian chains are also migrating to the U.S. in significant numbers. Since the west coast presents the primary ports of entry, the greatest concentrations of Guamanians and Samoans are found along that coast from San Diego to Seattle. Pacific islanders continue to migrate to the U.S. for various reasons: to join relatives who migrated earlier, to make a new life for themselves, to pursue better or higher education or career opportunities. The methods of migration are also varied. The easiest and most convenient way to leave the U.S. territories and protectorates (American Samoa, Guam, and the Pacific Islands) was originally through military induction during and after the Korean War. In the 1960s, a California fruit company recruited many young Guamanians to "pick fruit" in California. "Picking apples" sounded novel and exotic to islanders. When naval operations on Guam were shut down in the 1970s, many men accepted jobs on the mainland, particularly in Bremerton, Washington, The airline industry, promoting tourism, brought many islanders to the U.S.

The typical islander who arrives in the U.S. is ill-prepared to cope with a large, complex, industrial society. The islander's experience has been within a mutual-aid society that is nontechnical, nonindustrial, and noncompetitive. In the island society, family and social groups provide support, maintaining a socioeconomic bond between the individual, his or her family, and the larger social group. Although mutual aid and support may be healthy and necessary for the individual upon arrival in the U.S., it can easily be a drain on the limited resources of mainland communities. The continuous exhaustion of family resources may lead ultimately to continued poverty. An impoverished group will be unable to benefit fully from educational and professional opportunities that foster and complete the social, economic, and political assimilation of minorities into the mainstream of American society.

In American society, the principal means by which a group gains public and government response to its needs is political pressure, which is partly a function of numbers. Pacific Islanders are particularly ill-equipped to use this method. Their numbers are small and having lived through a long period of colonization, they are limited in their ability to confront an insensitive system. They have not even begun, as other minorities have, to present their case, despite the fact that their educational level and job opportunities may be the lowest among U.S. minorities.

Isolation of islanders from mainland activities, poor educational programs on the islands, and lack of economic support have greatly limited talented islanders who aspire to higher and professional education. Linguistic and cultural barriers contribute to the slow progress in solving education, health, and welfare problems and hinder the ability of Pacific Islanders to present their rights and needs to the Nation that is responsible for their well-being. Currently, no government agency is responsible for the American Samoan and Guamanians who left the islands. As a small minority group, they are not of any concern to the State, county, or city in which they reside. Their residence in the U.S. bars them from participating in their island's political and economic programs.

As Pacific islanders become more aware and gain both professional and political confidence--tools necessary for dealing with the realities of the American system--they will be able to achieve equality of education, health care, and welfare both on the U.S. mainland and in their territorial islands. But at present, meager economic support and token action by the U.S. Government bear testimony to this country's lack of concern regarding its colonial subjects and its negligent attitude toward the full social, economic and political development of a people for whom it has assumed territorial responsibility. It is high time that steps be taken to help Pacific islanders move into the mainstream of America. Not only have they a right to share fully this country's wealth and opportunities, but given the chance, they would have much to contribute through their unique skills and cultural resources.

VIET-NAM REFUGEES: The trauma of exile

By Tran Tuong Nhu

On April 30, 1975, after 30 years of involvement, the United States pulled out of Indochina, thereby ending a long and tragic war. In the course of withdrawal, more than 130,000 Vietnamese, Khmer, and Lao, along with some tribal minorities, were brought to this country in a dramatic exodus which seemed to eclipse even the end of the war. The refugees arrived in a daze and were processed through four resettlement camps around the country as they waited for Americans to "sponsor" them.

Unlike previous migrants, these people were deliberately separated from the very ethnic unity they needed.

While in camp, refugees were briefed on aspects of American life by people from voluntary agencies and the U.S. State Department who told them, among other things, that they should not attempt to communicate with their families and friends in Vietnam lest the Communists harm them. Many reported being told to stay away from blacks, reinforcing fear and prejudice. They were also told that accepting welfare would have an adverse effect on later employment.

Naturally, these warnings depressed the refugees all the more. The admonition not to communicate with their families made them feel lost, without roots or soul. The intimation that another ethnic group was already hostile frightened them. Thus people were in shock, confused, and deeply despondent after they first arrived.

Most refugees were ill-equipped to leave Viet-nam, as many spoke no English and had no motive to leave except fear. From eyewitness accounts by two American brothers who stayed in Saigon beyond the end of the war, Richard and Joseph Hughes, the people of Saigon watched while the rich scrambled for a way out. Or, as one student put it: "You had to be privileged to riot at the airport." People who left by sea, however—fishermen, airforce and navy personnel and their families (army members who did not have access to planes and boats stayed behind)—were not so well-to-do.

Those who were able to leave by plane did so under the auspices of the American Government and American companies where they had been employed. They were the only one guaranteed a way out. Most of the Saigon bourgeoisie—the merchants, civil servants, professionals, teachers—had no direct American connections and could not go. An apparent exception were physicians; of 2,500 physicians in South Viet-nam, 660 came to the U.S.

Vietnamese are extremely sentimental by nature, with a deep attachment to Viet-nam. It is not just the beauty of the land which has been ruined by the war, but a profound appreciation of family relationships, friends, society, and all the ramifications of that closeness. The American family is nuclear and therefore impersonal from a Vietnamese perspective. The Vietnamese have always lived in an extended family system, in a tight network of solicitude and awareness of others. This is why Vietnamese are always considerate, polite, ever alert to the need of others.

When they arrived in this country, the refugees were scattered throughout the 50 States in an attempt to absorb them quietly into the mythical melting pot. Between 40,000 to 50,000 were sponsored privately without adequate safeguards, and many sponsorships have not worked out. Besides the limited resources of most sponsors, unfamiliarity and anxiety made these arrangements untenable. Most refugees are on their own now, according to the U.S. Department of Health, Education, and Welfare (HEW).

Although in most cases sponsors were well-meaning, some were abusive, and some Vietnamese found themselves indentured servants on isolated farms, especially in Southern States. The sponsors frequently reinforced the refugees' uneasiness by their ignorance of Vietnamese culture.

Some Vietnamese complained to me that although Americans are well-intentioned, they are impersonal. Because Vietnamese are meticulous in regard for detail, American casualness seems barbaric. Thus it is in relationships too. For Vietnamese, friendship is never casual, yet it is not very formal, so the American concept of friendship, seeing each other occasionally (especially family) and calling before visiting, seems cold and distant. Vietnamese love to visit and just drop in. Vietnamese talk about "tinh cam" and "thong cam"--love and sympathy--as the two missing notions in American society that they cannot live without.

It is important to remember that 45 percent of the refugees are under the age of 18 and it is for their children that parents are willing to make sacrifices--not unlike immigrants before them. Education is the main reason people cite for remaining in the U.S. As long as they are here, they reason, they might as well take advantage of the opportunity to receive an education--which is paramount in Vietnamese culture.

As a rule, Vietnamese are not goal- or success- oriented, which makes them particularly unsuited for the rhythm of American life. Most are not pushy, most do not know what it means to "get ahead," and most are not aggressive (although it was their compatriots who won the war). This lack of aggression has been interpreted as a lack of drive by the Americans who used to work in Vietnam, but it is merely an expression of a different approach and outlook, as well as a reaction at times to their treatment by Americans. Americans like to see tangibles and the immediate consequence of their actions. Vietnamese know that everything takes time and they are used to waiting. They are also used to hardship and used to not having their own way, at least not right away. This is what has enabled them to endure and made them patient.

Almost every Vietnamese dreams secretly of going home some day. People tell me that when their children obtain their education, and when all have their American passports, they will return home--for a visit.

This is only the beginning of another struggle for many refugees who have started over again several times. According to HEW statistics, nearly one-third of the 30,000 bread winners have "professional, technical, or managerial" backgrounds. The effects of the tight economic market are complicated by their lack of English and their nuclear immigrant status which does not gurantee them citizenship, thus precluding many government jobs and military positions. More than a half billion dollars has been spent for refugee resettlement and an HEW task force, along with several voluntary agencies, devote themselves to refugee problems.

Refugees who come from Cambodia are primarily former employees of the U.S. Government. Their numbers are small since the evacuation took place by air and was limited. Helicopters left Phnom Penh half empty since few were notified of the evacuation. Lao refugees have been filtering across the Makong River since the end of the war, causing some embarrassment to the Thai Government. Their reason for leaving Laos do not appear ideological so much as economic; the new government in Laos is attempting to follow a policy of economic self-sufficiency. These refugees are even more isolated than the Vietnamese, not to mention the hapless tribal refugees.

If the Vietnamese are not considered aggressive by American standards, the Khmer and Lao are even less so. It is hard to imagine what they will gain by coming here. The Vietnamese at least have the comfort of numbers.

Eventually, the Vietnamese will probably do well in the U.S. To have made it to these shores, often with large families, already proves the fitness of these survivors. Vietnamese children--keenly intelligent, disciplined, with boundless enthusiasm--will no doubt succeed in coming generations, although the "babylift" children may be especially troubled when they realize the circumstances of their departure and not know whether they were wrongly separated from their real families here or in Viet-nam.

For their parents, however, the future is not so cheerful. It is very difficult to be happy when one cannot reconcile oneself with the past. There will always be doubts, and the anxiety of not knowing about those one has left behind, in addition to the realization that one may never fit in an alien society, will haunt the refugees for a long time. Many older people (35 and over) are having problems learning English. It is not a question of ability so much as low morale. Middle-aged refugees feel it is too late for them to start over again and have sunk into deeper depression. This melancholia seems to be the prevailing obstacle in the lives of many.

There is no doubt, however, that the coming generations of Vietnamese will eagerly take the opportunities offered them in the U.S. To grow up without the threat of war, the draft, and the uncertainty that governed their lives in the past will enable these youngsters to soar. One hopes they will try to learn about their former country and not forget about it. American culture is so overwhelming in its newness, bigness, and shininess that it tends to obscure the values of one's own culture. There is integrity and beauty in traditions of the old country and new immigrants sometimes forget this in attempts to assimilate.

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The Vietnamese are resilient and will somehow turn this temporary misfortune into opportunity. Like recent Korean immigrants who are prospering in various parts of this country through dint of hard work and perseverance, they will also make it. Although many have experienced the sting of racism and the desolation of loneliness, most are determined to make the best of the situation. The worst part is knowing that they may never go home again, may never feel truly a part of this society, and thus may exist in a social and emotional limbo for the remainder of their lives.

SECTION II

A SUMMARY OF ASIAN AMERICAN HEALTH EDUCATION AND WELFARE PROBLEMS (Extracted)

(HEW, Dec 74)

INTRODUCTION

Asian Americans may be defined as persons of Asian ancestry. This definition includes but is not limited to Chinese, Japanese, Koreans, Piliponos, Indochinese and South Asians (and Pacific peoples, ed.).

POPULATION AND MIGRATION TRENDS

1970 Census figures indicate an Asian American population of 1.5 million people. However, Census data enumerate only five Asian American groups: Japanese at 591,290, Chinese at 435,062, Pilipinos at 343,060, Hawaiians at 99,958 and Koreans at 70,598. From Census Detailed Characteristic Reports an additional 200,000 Asian Americans can be accounted for. This group includes persons of Southeast and South Asian ancestry as well as Pacific peoples. Even with a larger total of 1.7 million Asian Americans, the 1970 Census figures have been questioned as a valid count and are interpreted as under-representative counts.

Population and migration trends bear out several characteristics of the Asian American community:

1) that although Asian Americans have resided in the U.S. for as long as six generations, great numbers of them are still immigrant and second generation Americans.

2) that Asian Americans are becoming a visible and identifiable minority.

3) that the traditional West Coast urban residences of Asian Americans have become overcrowded.

4) that substantial numbers of Asian Americans possess minimal understanding of American society and minimal English language skills.

5) that the great increase of Asian Americans in a short period of time (since relaxation of immigration laws) has severely hampered absorption of this group into the social service delivery system.

6) that Asian Americans are in need of social services as much as, if not more than, the general population.

These facts very much underscore the problems of Asian Americans in the areas of health, education and welfare particularly in their participation in health, education and welfare services.

HEALTH

There is a dearth of health data on Asian Americans. No overall profile exists as to their health status and needs, their utilization of health services, participation in health programs and their involvement in health resources. A major problem is that health data oftentimes are not collected in terms of the category 'Asian Americans.' In the few instances that the category is employed, the definition is not consistent.

Because of the inadequacy of existing health data, opinions and personal experiences of Asian Americans are very much a valid indicator of the health status and needs of Asian Americans.

Asian American communities across the country have articulated health problems most notably in mental health and drug abuse. They have expressed concern over lack of knowledge of health insurance and of available health facilities and services as well as language and cultural barriers in relating to health services personnel. Data do not exist for the above health factors nor for major health items such as disease, acute disorders, alcoholism, dental care and hospital stay.

Health problems are a reality for Asian Americans. Until these problems are recognized, specifically in terms of collection of consistent health data, they cannot be adequately remedied.

EDUCATION

Like health data, education data on Asian Americans are inadequate because they are not based on a consistent or comprehensive definition of Asian Americans. (Available data indicates a highly educated population group; however, these data are misleading, ed.) While second and later generations of Chinese and Japanese Americans are highly educated and the newly arrived South Asians, Pilipinos and Koreans are overrepresented in terms of college education, this high achievement cannot be generalized to other segments of the Asian American population, which include newly-arrived Chinese, Samoans, Guamanians, U.S.-born Pilipinos, and Korean war brides. In fact, educational problems exist for the highly and not-so-highly educated Asian American.

An educational problem common to these two groups is eligibility for minority group-oriented special educational programs among whose benefits are admissions and financial aid. Because of the high education attainment stereotype, many segments of the Asian American population are categorically excluded from special programs even though they may possess the same educational characteristics, needs and problems of the target populations of special programs.

For the highly educated Asian American, ineligibility for such programs too often reinforces their limited choices of educational careers. It is a common fact that well-educated Asian Americans have been confined to specific disciplines, notably those of a scientific and technical nature. They are rarely found in the creative arts, humanities, social sciences, public services, management and law. This educational pattern is reflected in employment which again tends toward the scientific and technical. For example, over one-third of Asian American employment in the Department is concentrated in the health area, particularly research.

In addition to confinement to select academic fields which require minimal English language skills and public contact, the highly educated Asian Americans, particularly the new immigrants, suffer from underemployment. Educational credentials obtained outside the United States are considered inferior by many American professional accreditation boards (e.g., the foreign medical graduates and medical institutions). It is not at all uncommon for a highly educated, newly-arrived immigrant to enroll in basic courses of his or her profession at an American undergraduate institution.

Higher education problems can be matched in quantity and severity by elementary and secondary education problems. The traditional stereotype of the model Asian American student is being shattered as rates for juvenile delinquency, drop-out and absenteeism in the elementary and secondary grades increase for both native and immigrant Asian Americans.

WELFARE

Welfare has a very negative connotation for American society at large and Asian American communities in particular. Yet, denotatively, 'welfare' is synonymous with the state of well-being. More commonly, welfare is known as the government process by which aid is given to persons in poverty. Such aid includes direct services and assistance payments.

However, even if welfare services are available, they may not be accessible to Asian Americans. As pointed out earlier, the lack of communication, specifically in terms of bilingual/bicultural information, is a hindrance to access to welfare services.

Another barrier to accessibility is the whole social stigma attached to receiving welfare services which is in opposition to many Asian Americans' cultural traditions.

Daily barriers include transportation, health and nutrition, and employment and income. A good segment of the potential welfare services recipients have little access to adequate transportation to obtain these services; have poor health and nutrition to pursue the welfare service processes; and have limited employment and income to expend time and money to obtain these services.

SECTION III

PROBLEMS ASIAN-AMERICANS HAVE ENCOUNTERED IN THE MILITARY

DISCRIMINATION

Stereotyping. Stereotypes of behavior prepetuate themselves by conditioning Asians as well as non-Asians. Although subject to manipulation, as best evidenced by the history of stereotypes of Japanese Americans, such sometimes contradictory behavioral stereotypes as "model minority", "quiet and passive", or "sneaky and inscrutable", or the employment stereotypes of Japanese gardners, Chinese cooks and laundrymen, Philippino laborers, and Vietnamese prostitutes do influence behavior.

Racial Slurs. The most prevalent form of discrimination is degrading language. It takes many forms and can be seen when expressions such as "Jap, Gook, Chinaman, slant-eye etc., are used and when demeaning jokes are told about Asian Americans.

Inclusion/Recognition. The inclusion and recognition of Asian American military members in areas of recruiting advertisement, training materials and other media requires continued attention. It is a positive means to overcome some of the stereotype levels of prejudice and misconceptions about Asian Americans.

ACCULTURATION OF ASIAN SPOUSES AWAY FROM THEIR "MOTHER" COUNTRY

As evidenced by population statistics, there are vast numbers of recent Asian immigrants in the U.S. Some are well educated, literate in English, and able to adjust rapidly. Many others are not. Although by no means confined within the Asian American community, problems seem to be among the Asian wives of military servicemen. Over the past twenty-five to thirty years, these have been largely Japanese and Korean. Although we tend to think of "war brides" as something from the distant past, especially since the Korean War ended two decades ago, the reality is that the number of Korean wives of servicemen entering the U.S. has been steadily increasing in recent years. Additionally with our involvement in southeast Asia we have seen new waves of wives from Vietnam, Thailand, and Philippine countries.

Communication Barriers. Probably the single most evident problem for Asian Americans is the language barrier. It is complicated because there are hundreds of Asian languages and dialects. Language is really only one part of communications however, and immigrants from a different culture are confronted with different styles of communication as well as a different language. The few English as a Second Language classes have not met the needs of most immigrants. Another problem is that many non-Asians have difficulty in understanding the accent of Asians speaking English.

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Lack of Acculturation. Many things which most Americans take for granted are very foreign to a new immigrant. Perhaps the most important need for any person is the need for food. Asians face a very different diet in America, and if they are unwilling or unable to accept it, are confronted with the difficulty and expense of obtaining the specialized or imported foods. Support for these unique needs may or may not be met by BXs and commissaries. This should be a continued item of interest.

Physical Isolation. Some Asian American spouses find themselves on military installations or in communities where no Asian communities exist. The feeling of physical isolation may become very serious when one considers the elements of cultural isolation. In some cases there are husbands who strive to keep their wives physically isolated in their homes.

Absence of Friends and Relatives. Many military wives have no contact in the U.S. Even if a neighbor should offer friendship, it may be scored under a different value system from lack of understanding. Cultural and communication barriers can make it difficult to find friends. The fact that few of the military wives already have relatives in the U.S. sometimes heightens loneliness, alienation, and dependency upon the husband. With status factors and the desire to help other relatives in the wife's native country, it also encourages the wife to bring her immediate family over to the U.S. The fact her mother and father probably speak no English and that her brothers and sisters probably have families of their own complicate the issue. Often the wife is not fully prepared to care for her relatives and they in turn are not ready to make the many adjustments required by such a move.

Marital Problems. Marital problems are extremely common between military servicemen and their Asian wives. This might be expected in cases of mixed marriages established on a short-term basis in a culturally prescribed setting then uprooted and transferred to a totally different and often hostile environment. The initial extreme dependency of the often submissive Asian woman, the reactions of the husband's family and peers, the frustrations he himself faces from the culture shock of returning home, and the necessarily slow process of acculturation underscore any problems which may already exist in the marital relationship. At best the transition is difficult. In severe cases physical abuse in the form of wife-beating or child-beating may result.

Problems with Children. Difficulty with children occurs frequently in homes with racially mixed parentage. They can be intensified when children are confronted with identity crisis partially because of racially mixed parentage and when generational differences are magnified by differing degrees of acculturation and language facility.

Lack of Naturalization Skills. Another problem may occur in the training of individuals in order to seek citizenship.

Religious Differences. Differences exist both among Asians and between Asians and non-Asians. Spiritual guidance in their own religious faith or denomination is sometimes unobtainable because of the rarity of that faith in the military/civilian community. The alternatives are to continue independently, adopt another faith, or abandon religion.

AVAILABLE APPROACHES/RESOURCES/SERVICES

Pride and Unwillingness to Admit Problems. This position is prepetuated partially through several stereotypes, particularly the "model minority" one, and the custom of keeping anger/frustrations inward. It is almost impossible to help someone who refuses to acknowledge that he/she needs help, regardless of how severe his/her problems may be. Possible indicators of Asian spouse problems may show up as DUIs/DWIs, attempted suicides, separation/divorce actions.

Enhancing a Sense of Community. Ignorance of available resources and services on the installation is a prime obstacle for Asian spouses living in cultural isolation. Ignorance prevails when no feeling of community exists and when language poses a barrier. Outreach programs are needed to assist in making Asian spouses feel welcomed. Efforts can be made to invite them to share their life styles i.e., dance, cooking, fashions, customs at various functions such as Base talent/various shows, squadron banquets, officer/NCO wives luncheons/meeting, squadron wives meeting. Providing classes to teach English as a second language may be one means to facilitate the communication process. In addition, services/skills to help individuals meet the requirements for citizenship, the acquiring of drivers license and other educational/vocational training etc. In various situations such as during childbirth, the use of interpreters/translators may ease some of the fear and anxiety of the expectant mother. Additionally it is important non-Asians make efforts to understand and be tolerant of the Asian American spouses efforts to "share in the American way of life".

REVIEW QUESTIONS

1. Review the profiles on the following groups: Chinese Americans, Japanese Americans, Philippino Americans, Korean Americans, Pacific Islanders and Vietnamese Americans and answer the following questions relating to each group.

   a. What were the reasons they came to the U.S.?

      (1) Chinese Americans

      (2) Japanese Americans

      (3) Philippino Americans

      (4) Korean Americans

      (5) Pacific Islanders

      (6) Vietnamese Americans

   b. What were their early experiences in the United States i.e., areas of settlement, roles, occupations contributions, and problem areas.

      (1) Chinese Americans

      (2) Japanese Americans

      (3) Philippino Americans

      (4) Korean Americans

      (5) Pacific Islanders

      (6) Vietnamese Americans

   c. What are some of the specific aspects of racism/discrimination (laws, prohibitions etc) encountered by Asian Americans?

d. What actions reflect a change of attitude in the last few decades?

e. How would you describe the status of the groups today?

f. How can non-Asians and Asians be more responsive to the concerns aspirations and problems of each other?

2. What are the recent characteristics of the Asian American communities?

3. What impact has data collection/analysis had on addressing health, education and welfare problems?

4. What are the discriminatory problems Asian Americans have encountered in the military?

5. What are some problems that Asian American spouses have encountered?

6. How can a sense of community be created relative to Asian American spouses?

PART II - TEACHING GUIDE

INTRODUCTION (10 Minutes)

ATTENTION

Hispanic Americans - Americans of Spanish Speaking Origin - may well be the fastest growing minority group in America today. Who comprises this group? What are common situations and common dilemmas for members of this group in the military today?

OVERVIEW

1. Read the criterion objective and teaching steps to the class.

2. In this unit of instruction, we will be looking into aspects of the Latino, or hispanic, culture and the difficulties members of this group experience in a dominant-majority controlled society.

MOTIVATION

The Air Force operates with middle-class, white, male values. Many Hispanic Americans encounter difficulties in the Air Force when their cultural values and life styles clash with those of the establishment. Most are able to effectively deal with the tensions caused by these clashes. There are however, a number who are unable to adjust to the conflicting demands of the military life. For these, relief may be sought through appeals for assistance from the EOT staff; others may elect to act out their frustrations through socially unacceptable behaviors. They may be viewed as discriminators, or they may turn to alcohol or drugs for solace or escape. When you, the Social Actions program worker, come into professional contact with Hispanic Americans, it is vital that you understand their unique background and know "where they're coming from."

PRESENTATION

6e. Identify historical and current political, socio-economic events and attitudes which combine to shape the frame of reference for Hispanic Americans in the United States of America today and makes cross-cultural communication difficult.

1. Historical Perspective.

(This information is covered in reading assignments and films, and is testable.) (Show the film, Yo Soy Chicano, FLC 25-0017, 50 Min).

2. Minority characteristics of Americans of Spanish Speaking Origin (SSO).

a. Define the term "Americans of Spanish Speaking Origin (SSO)".

(1) This is a functional label used by some agencies of the Federal government, including the Air Force, to lump together all people of Spanish ancestory, or whose forebearers came from a country where Spanish is the national language.

(2) It is not necessary that a person be able to speak Spanish in order to be considered an SSO.

(3) The term "Spanish surnamed" is used by some agencies (Bureau of the Census, HUD, HEW) to identify persons of hispanic ancestry. The validity of this criterion is questionable; however, since not all persons of SSO have Spanish surnames. One such person, for example, was General Bernardo O'Higgins, son of the Viceroy of Peru and leader of Chile's fight for liberation from Spain.

b. Identify the five major ethnic groups within the Americans of SSO population.

(1) Mexican Origin. Included in this group are those persons who either were born in Mexico and legally immigrated to the United States, or who were born in the USA of parents whose antecedents came from Mexico.

(a) Members of this group frequently have strong ties with Mexico, and often have relatives living in that country.

(b) Most members of this group identify with both the Mexican and the Anglo cultures, and enjoy the best of both.

(c) Many members of this group do not care to be identified as Mexican-Americans, arguing that not everyone so-labeled is a descendant of Mexican immigrants. These people have chosen to call themselves "Chicanos".

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(2) Puerto Rican Origin. Persons in this category were either born in Puerto Rico or in the USA of Puerto Rican parents. Regardless of where they were born, all are US citizens. Puerto Ricans tend to identify strongly with "the island", and share an Afro-Iberian culture.

(3) Cuban Origin. These are persons who were either born on Cuba, or in the USA of Cuban parents. The bulk of the United States' Cuban population is in Florida, where they settled after leaving Cuba in the wake of Fidel Castro's successful revolution. The majority of Cuban refugees were well-educated and in the middle or upper economic class -- they have assimilated well into our society. Cubans share a cultural value of someday returning to their homeland, the "pearl of the Antilles".

(4) Central and South American Origin. Included in this group are persons born in those western hemisphere nations where Spanish is the national language, or the children of parents born in those countries who immigrated to the USA. Members of this group tend to identify strongly with the land of their forebearers, and do not all consider themselves "Latin Americans."

(5) Other Spanish Origin. These are the people who were born in Spain or in some other Spanish-speaking country, or whose parents were spanish speakers. There are some in this group who have no Indian "blood", and who were born in countries not normally considered "Spanish". Some explanations for this seeming inconsistency may be

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found in the variegated history of Europe (Optional: the Netherlands, parts of Belgium, France and Italy were once considered parts of the Spanish Empire, for example — as were, and still are, some parts of Africa and Oceania).

c. Discuss demographic data relating to Americans of SSO.

(1) Population Numbers. Data gathered in the 1970 census did not provide an adequate indication of the SSO population in America, and later surveys were made in efforts to improve those data. Based on those surveys, an estimated 11.2 million SSO were living in America in March 1975.

(a) Some 6.7 million persons reported themselves to be of Mexican origin. These figures may be off by as much as 2 million or more, because many Mexican-Americans tend to identify with and, therefore, report themselves in the caucasian group. Most Mexican-Americans were living in the Southwestern states of California, Arizona, Colorado, New Mexico, and Texas.

(b) A total of 1.7 Puerto Ricans were reported. It appears likely this figure is incorrect — in 1970, there were 2.7 million persons living in Puerto Rico alone. Many Puerto Ricans identify with the Black culture.

(c) Most of the 743,000 persons of Cuban origin were living in the area of Miami, Florida.

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(d) The total number of persons of Latin American origin was 671,000.

(e) There were about 1.2 million persons identified as "Other Spanish Origin."

(2) Population Growth. Peoples of SSO are the fastest growing minority in the United States.

(a) Rough computations suggest an approximate rate of natural increase (excess or live births over deaths) of about 1.8% annually.

(b) Immigration from abroad has contributed significant numbers. In the three-year period ending 30 June 1972, for example, some 490,000 immigrants from all Spanish-speaking countries (including 159,000 from Mexico) were admitted to the USA as permanent residents.

(3) Age Distribution. The SSO population in America is young, by comparison with the rest of the population. The average age of Amercians of SSO in 1970 was 20.7 years, while the average age of all other Americans was 28.6 years.

(4) Education. As a group, SSO are below the national average for educational attainment. Estimates of percentages of adults within each group who completed high school are:

(a) Mexican Origin - 31.0%.

(b) Puerto Rican - 28.7%.

(c) Cuban - 51.7%.

(d) All other SSO - 58.0%.

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(5) Representation in the Air Force. As of November 1976, a total of 13,381 members of the Air Force were identified as SSO. Of this number, 740 were women.

(a) Mexican-Americans number 8,035, or 1.4% of the force.

(b) There were 2,751 Puerto Ricans, or .48% of the force.

(c) 295 members, or .04% of the force, were of Cuban origin.

(d) Other members of Spanish descent numbered 2,750, or .48% of the force.

EVALUATION

1. What are some limitations to using surnames as a way to identify people of SSO?

2. As SL people, why is it important for us to know there is a difference in identification between people who refer to themselves as Mexican-Americans and those who call themselves Chicanos?

3. What are some differences among people of SSO which distinguish them from one another?

3. Factors which cause conflict between Americans of SSO and the dominant majority in the United States of America.

a. Theory of Incompatibility. One theorist has proposed that the cultures of mainstream America and the SSO population are incompatible in four basic areas, and that the differences are irreconcilable. These areas are:

(1) Culture. The American culture is firmly anchored on Anglo-Saxon values and traditions while the SSO cultures derive primarily from Indo-Hispanic values and traditions.

(2) Language. English (in an Americanized form) is the language of the land, while regionalized Spanish is the mother tongue of the majority of the SSO. Interference occurs when individuals must learn a second language. This interference is manifested by such things as errors in pronunciation and interpretation, literal as opposed to idiomatic translations, and faulty sentence structure.

(3) Economic Level. America is predominantly middle class -- at least that is the economic level of the bulk of the dominant majority. Most SSO are living at or below the poverty level.

(4) Religion. America is a Protestant nation, and operates according to the Protestant Ethic. On the other hand, most SSO are Catholic.

b. In order to penetrate into the mainstream of American society, the SSO must abandon his/her native customs and values and accept in their place the customs and values of the dominant majority. It is not unusual, during this conversion process, for Hispanics to end up despising what they were and those who cleave to the old ways.

EVALUATION

What are some examples which illustrate the conflict between mainstream America and people of SSO?

4. Areas of conflict between Hispanic culture and the military.

a. Background Data

(1) In the military, the labels "Spanish Surnamed" and "Americans of SSO" have been used to identify individuals whose surname is Hispanic or who has Hispanic roots -- with no regard for cultural or regional distinctions. In that there are several cultures involved in these all-too-broad categories, problems and resentments are created by this tendency to lump together people of what are often vastly different backgrounds.

(2) The report of the 1972 Task Force on Military Justice provides on example of the problems created by this "lumping together", or stereotyping. The report stated: "We wanted to look at distinct Latin subgroups: native-born Mexican-Americans, Puerto Ricans, Cubans, and foreign-born Mexicans. We were confronted with the fact that the services lump all such important cultures into the Caucasian grouping. This failing has particularly serious consequences for Americans of SSO, because it leads directly to

both a failure to perceive that they have problems in the military and to a distorted understanding of what those problems are."

(3) One source of resentments is that, while Americans tend to classify people as black, white, red, brown, or yellow, the people of Hispanic background find such identification unacceptable. They have elected to identify themselves on the basis of culture.

(4) Culture may be defined as a system of standardized social characteristics unique to a specific group. When dealing with problems or situations involving members of SSO, it is useful to have some understanding of the cultures from which they spring.

(5) During this portion of the lesson, we will examine some possible situations which could confront members of SSO during their military experience.

b. Discuss language differences.

(1) It is not unusual for persons of SSO to be raised in homes where Spanish is the primary language. In fact, many of these persons have few requirements to utilize English outside the school and, possibly, the work environments. For persons such as these, difficulties with the military could begin in the recruiter's office.

(2) The potential new Air Force member will, of course, have sufficient command of English to fill out forms and accomplish screening tests. However, the test scores may be mere reflections of the individual's command of English, and not true indicators of his/her aptitudes, abilities, and potential.

(3) The Hispanic recruit may experience difficulty in his/her attempts to communicate career desires to the recruiter. A possible result of this could be that the new member may wind up in a career field totally alien to his/her interests.

(4) Once in the Air Force- the young Hispanic member is confronted with the necessity to speak in English much of the time. Often, that English is spoken with an accent -- which leaves the speaker vulnerable to criticism, ridicule, or even ostracism.

(5) When there is more than one Spanish-speaker in a unit or work site, it is not unusual for them to converse in Spanish. Their language is not only a source of pleasure for them, it is also a reassurance of group identity. Supervisors who don't understand the language may feel uncomfortable when they don't know what their subordinates are saying, and some have been known to require those under their control to speak only English on the job. Such attitudes tend to generate resentment and tension -- the SSO member may adopt some type of defensive behavior, such as withdrawal, aggression, etc.

c. Discuss respeto.

(1) Another important aspect of most Hispanic cultures is respeto (respect), or a highly developed concept of dignity. This is completely divorced from the individual's social or economic situation.

(2) Respeto demands that certain ceremonies and rituals be observed in interpersonal relationships. Respeto may be conveyed by prescribed postures, words of deference, embraces (abrazos), etc. Included among the honorific rituals involved in the conveyance of respeto are:

(a) Formal greetings and closings in correspondence -- even in letters between family members or friends.

(b) Formal handshaking is expected at the beginning and end of each encounter. If there is a relationship, an embrace (abrazo) may substitute for the handshake.

(c) Unlike the American custom, it is proper for a man to offer his hand to a woman, or for a younger person to extend his/her hand to a senior. More than one Hispanic member has been left with an empty, extended hand when the automatic cultural response of handshaking runs contrary to American custom. When this occurs, it is not unusual for the Hispanic to be offended by the perceived lack of consideration for him/her, with the possible result that she/he resorts to defensive behavior. The individual may withdraw, for example, and fail to heed advice/instructions or miss appointments, etc.

(d) Appropriate ceremonial conduct demands that the person of SSO agree, at least verbally, with an individual viewed as in authority -- even though she/he may disagree internally. From the cultural point of view, the verbal agreement is a means to prevent the other individual from "feeling bad". Any verbal agreement which masks an internal disagreement is made with the full intention of not following through. Such behavior may be viewed by military authority as lying. Should the SSO member be accused of lying under the circumstances just described, she/he will probably believe her/himself unjustly accused and ill-treated. It is likely the individual will perceive an insult to his/her dignity and, if possible, will terminate the relationship.

(e) In the culture of America's dominant majority, a child is required to "look me in the eye" when being scolded. When a person of Hispanic origin is being reprimanded, it is appropriate that she/he avoid looking into the face of the other person. The SSO will believe she/he is being respectful by turning his/her head when, in reality, such behavior is likely adding to the ire of the supervisor.

d. Discuss family structure.

(1) In most Hispanic cultures, family ties extend to very distant relatives. When two persons of the same culture meet, a favorite topic of conversation is tracing geneology until some common relationship is established -- no matter how distant or tenuous.

(2) Roles of family members are clearly defined. Children are taught to obey and respect adults. In fact, some sociological studies indicate that obedience and respect for parents and other adults is valued above love in most Hispanic cultures.

(3) Family structure and military rules may conflict. For example, a member of SSO may not readily comprehend why his/her commander will not authorize emergency leave when a godparent is ill or passes away. Of course, ordinary leave can be granted, but the Red Cross will not lend money for the trip unless it is an emergency. In the eyes of the Red Cross, a godparent is not a member of the immediate family.

e. Discuss entertainment.

(1) In general, people of Hispanic background do not accept the concept of separating age groups for celebrations. There are times, of course, when it is appropriate to separate age groups; however, many celebrations and activities are structured to include the entire family. If dancing is part of any of these activities, it is not unusual to see the dance floor crowded with couples ranging in age from four to seventy years.

(2) Some bases have Hispanic clubs, or social organizations, which are generally based on the strong cultural value of family-centered entertainment. Cultural conflict may exist when military regulations prohibit the presence of children (in the officer/NCO clubs at night, etc.) at club-sponsored activities, for example.

f. Discuss machismo.

(1) Machismo is an attitude which stresses man's superiority over woman. This attitude is acted out by such behaviors as seducing women (Don Juan), avoiding tasks considered woman's work, aggressive bravura and fearlessness, etc.

(2) The macho young Hispanic can run into trouble in the military, where he may feel compelled to adopt aggressive behavior in order to demonstrate his virility. He may be accused, by his more reserved peers, of behavior bordering on lust. Even his way of looking at women is different; the American male tends to girl-watch out of the corner of his eye (covertly), while the macho will make no effort to conceal his interest. Explain piropo.

(3) Machismo may also be manifested by a tendency toward individualism, which runs contrary to the American value of "teamwork". The macho may attempt, by any means possible, to safeguard his inner integrity in the face of group pressure. One of his greatest fears might be that he will be forced to relinquish his individuality in order to conform to the group.

EVALUATION

1. What types of problems may arise as a result of language differences when the American of SSO first enters the Air Force?

2. How can respeto and the formal agreement lead to difficulties in the military?

3. What is machismo?

4. Describe the Hispanic family structure. How is it significant?

5. Contemporary problems confronting Americans of Spanish-speaking Origin in the Air Force.

a. Provide background data:

(1) Military members of SSO and their families have needs which are not being adequately met by the Air Force. As a rule, these needs are surfaced with reluctance due, in the main, to the fact that Hispanics tend to have a great sense of pride and often are not willing to ask for what is rightfully theirs.

(2) Recently, several dignitaries of SSO visited throughout the Air Force and, in the course of these visits, surfaced a variety of problems which require prompt attention.

b. Discuss Base Exchanges.

(1) The selection of records and tapes available for Hispanics tend to be limited. Often, there are a large number of copies of only a few titles. The titles in stock are frequently outdated, and often feature unknown artists. Selections do not reflect the variety of cultures included in the SSO group.

(2) Cosmetics and similar products for Hispanics are severely limited, if available at all. When Hispanic products do appear on the shelves, it is virtually a certainty that they will be from the Mirugia (Spanish) line.

(3) Greeting card lines often do not include selections appropriate to many of the holidays and celebrations of the Hispanic community (e.g., quiceniera, Dia de las Madres, etc.)

c. Discuss entertainment.

(1) Entertainment systems in the Air Force do not provide entertainment for the Hispanic community. This is the most emotionally-charged issue reported by SSO personnel. It seems to be the universal complaint from all the cultural groups surveyed.

(2) A significant number of cases were reported in which Latin American Clubs were asked to guarantee a specified attendance before they were allowed to provide their own entertainment. In one instance, a Latino club was required to pay for a disco and then provide its own records for a dance at the base NCO Club. Such practices are seen as discriminatory by SSO personnel.

d. Discuss USO Shows.

(1) It has been reported that USO shows aimed at the Hispanic community are inadequate in number. In recent years, only three shows with Hispanic-oriented entertainment have toured Europe; none have been to PACAF.

(2) The few shows that did tour Europe had "no dance" clauses written into their contracts. In their desire for entertainment, Hispanic personnel attempted to hire the USO musicians to play for dances on their days off, but this was prohibited by the contracts.

e. Discuss Armed Forces Radio and Television Service (AFRTS).

Both the quality and quantity of programming for Hispanic audiences on local Armed Forces Networks (AFN) are inadequate to the needs of SSO personnel. What programming there is, tends toward music for the Puerto Rican and Mexican (not Mexican-American) members and is often selected and played by non-Spanish-speaking disc jockeys (e.g., Vance Graham). Television programs intended specifically for Hispanics are virtually non-existent.

f. Discuss commissaries.

Problems with commissaries involve the failure to stock many products which are widely used by Hispanic personnel. Many so-called "Spanish" products are really stocked for non-Hispanics (who may not know the difference). Prices on some specialty products appear quite high, and long delays are frequently involved when shelves need restocking.

g. Discuss military justice.

Serious concern has been expressed, by SSO personnel, that Hispanics are being processed through the military justice who, because of inadequate command of English, were consenting to non-judicial or other punishment simply because they did not understand the full impact of their decisions. They consider these actions a breach of their civil rights and examples of discriminatory treatment.

h. Discuss reading material.

SSO personnel complain that their base libraries, book stores, and human relations courses have little, if any, current reading material for Hispanic personnel.

6. Direct the students to small groups to participate in a discussion/structured experience to reinforce their learning of the lecture material. Proceed in accordance with Attachment 1.

EVALUATION

1. What are some problems SSO personnel experience when trying to buy records in the Base Exchange?

2. What problems exist with respect to military justice?

SUMMARY

During the lecture, we have discussed the following:

a. Minority characteristics of Americans of Spanish-speaking origin.

b. Factors which cause conflict between Americans of SSO and the dominant majority in the United States.

c. Some areas of conflict between Hispanic culture and the military.

d. Contemporary problems confronting Americans of Spanish-speaking origin in the Air Force.

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REMOTIVATION/CLOSURE

Social Actions personnel must recognize the needs and cultural values of Americans of Spanish-speaking origin in the military. There are innumerable situations in the everyday life of our people in which the discord generated by the clash of cultural values blocks the fulfillment of a positive human transaction needed to accomplish the mission. The problems in interaction can be manifested by discrimination, substance abuse, and poor human relations in general. You, as members of the commander's staff charged with the responsibility for assisting and advising on human relations problems, must be alert to conditions which hinder mission accomplishment -- and you must strive toward resolving those conditions. Thank you for your attention.

Social Actions Training Branch
Lackland Air Force Base, Texas

LP A/B-I-6.5
CROSS CULTURAL DIFFERENCES
AND DIFFICULTIES (HISPANICS)
9 January 1978

"GETTING INTO THE SHOES OF"

GROUP OBJECTIVE: Observe and experience the feelings aroused by some of the conflict between the Hispanic-American Culture and the dominant mainstream culture in America today.

PROCEDURE:

HR/MINS

0000 INTRODUCTION. Select individuals to participate in the role playing situation - "Getting Into the Shoes Of". The roles are Principal, Teacher, and Senora Lopez.

0003 BRIEF ROLE-PLAYERS. Give each participant their instruction sheet and ask them to review them outside of the classroom.

0008 BRIEF REMAINING STUDENTS. Read the following situation to the remaining students in the classroom "Senora Lopez is a Chicano mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the playground. The Principal and the school authorities are apprehensive that he will never learn English this way. This is the first year that George Washington Elementary School has gone through a desegregation program which has resulted in an increased number of Spanish speaking children in the school."

Encourage the students to note the attitudes and behaviors of each of the Role players. They will have an opportunity to report their observations following the exercise.

0012 CLARIFY ROLES OUTSIDE ROOM. Invite the role players in and determine if they have any points that need clarification.

0018 BEGIN ROLE-PLAY. Begin the exercise by stating that Senor Lopez is waiting in the reception room for the principal to invite her into his/her office. (The initial role play should run at least 10 minutes).

0040 PROCESS FIRST ROLE-PLAY. Following the exercise have each participant tell how he/she felt in his/her role.

0050 ASK FOR PROCESS OBSERVATIONS. Ask observers to report their observations.

0060 BREAK

0110 DIVIDE GROUP. Divide the group into two groups and give each of the groups the discussion questions (Group 1 and Group 2 have different questions). Give them 20 minutes to respond to their questions.

Atch 1

0130 **REPORT OUT.** Have each of the groups report their responses to the questions to the large group. Allow for comments from the large group regarding their agreement of disagreement with the responses.

0145 **SUMMARY.** Debrief and summarize the entire exercise. Reemphasize the exercise objective.

0050 **BREAK.**

ROLEPLAY 1 - "GETTING INTO THE SHOES OF"

A. Senora Lopez Roleplaying Instruction Sheet

1. SITUATION: Senor Lopez is a Chicana mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the playground. She is presently waiting in the Principal's reception room to have a conference with him/her and her son's teacher. The role playing situation begins by the principal inviting Senora Lopez into his/her office.

2. ROLE DESCRIPTION/POSITIONS:

SENORA LOPEZ - You have some working knowledge of English, but you see nothing wrong with your son John speaking Spanish at all times if he wants to. However, you don't want him to be held back in school because of this. You are waiting in the Principal's reception room to be invited into his/her office to discuss the complaint that you received by a note from John's teacher. You are aware that the teacher will be present. This is the first year that you have been involved with George Washington Elementary School since your children are now bused over to this school. This is the third week of school and the first year that the school has been involved in a district project entitled "Blueprint for Progress" which was designed to desegregate all of the elementary schools in the district. Hence the Spanish Speaking Population has tripled this year. There are approximately 150 students of Spanish Speaking Origin in a school of 500. This is your first apportunity to meet John's teacher and principal. John is a Kindergarten student.

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ROLEPLAY 1 - "GETTING INTO THE SHOES OF"

B. Principal's Roleplaying Instruction Sheet

1. SITUATION: Senor Lopez is a Chicana mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the playground. She is presently waiting in the Principal's reception room to have a conference with him/her and her son's teacher. The role playing situation begins by the principal inviting Senora Lopez into his/her office.

2. ROLE DESCRIPTIONS/POSITIONS:

PRINCIPAL - You are insistent upon English being spoken exclusively by Senora's Lopez's son John. This is your first year as principal of George Washington Elementary School and therefore you are dependent upon the advice of your senior teachers. Senora Lopez's son's teacher has been at the school for more than 15 years and you respect his/her position. This is the third week of school and the first year that your school has been involved in a district project entitled "Blueprint for Progress" which was designed to desegregate all of the elementary schools in the district. Hence the Spanish Speaking Population has tripled this year. There are approximately 150 students of Spanish Speaking Origin in a school of 500 students. You have never met Senor Lopez before and in fact you have had very little exposure to individuals of a Spanish Speaking background. In addition you are aware that John is in a Kindergarten Class and the teacher has forwarded a note to Senora Lopez regarding this situation.

ROLEPLAY 1 - "GETTING INTO THE SHOES OF"

C. Teacher Roleplaying Instruction Sheet

1. SITUATION: Senora Lopez is a Chicano mother who comes to school in answer to a complaint that her son speaks Spanish rather that English in class and on the playground. She is presently waiting in the Principal's reception room to have a conference with him/her and her son's teacher. The role playing situation begins by the principal inviting Senora Lopez into his/her office.

2. ROLE DESCRIPTION/POSITION

TEACHER - You are insistent upon English being spoken exclusively by Senora Lopez's son John. You have been teaching more than 15 hears at George Washington Elementary School, and this is the first year that you have noted that the school's population has changed so. Namely there are three times as many spanish speaking students in the school as there was last year. There are approximately 150 students of SSO in a school of 500 students. You know that busing has something to do with it but you have never understood the entire issue and the objective of the program, entitled "Buleprint for Progress." You are seated in the Principal's office. He/she is new at the job and you are aware that he/she has a great deal of respect for your opinion. You are presently teaching a kindergarten class. You have never met Senora Lopez before. The only exchange has been that you forwarded a note to her regarding the complaint that John speaks Spanish rather than English in class and on the Playground.

ROLEPLAY 1 - "Getting Into The Shoes Of"

DISCUSSION QUESTIONS

GROUPS

QUESTION GROUP I:

1. Are the principal and teacher right? Why or Why not?
2. Is Senora Lopez right? Why or Why not?
3. Should there be a school policy on language?
4. What is the status of bilingual education in your school districts?
5. What application/impact does bilingual/bicultural Education have on the Air Force's policy and programs?

ROLEPLAY 1 - "Getting Into The Shoes Of"

DISCUSSION QUESTIONS

GROUPS

QUESTION GROUP II:

Expand this situation to the wider society. Fifty years ago many of the children of immigrants tried to forget their parent's language.

1. Why are things different today?
2. Should they be?
3. What is the relationship between language and culture?
4. What is the school's role in this relationship?
5. What Application/Impact does Biligual/Bicultural Education have on the Air Force's Policy and Programs?

HANDOU
L3ALR73430A/B/L30LR7361A/B/L30ZR7364A/B-I-6-1

Technical Training

Equal Opportunity & Treatment
and
Drug/Alcohol Abuse Control

Introduction to Social Actions

CROSS-CULTURAL DIFFERENCES (PART V - HISPANIC AMERICANS)

January 1978

HEADQUARTERS 3250 TECHNICAL TRAINING WING (ATC)
(USAF Technical Training School)
Lackland Air Force Base, Texas 78236

DESIGNED FOR ATC COURSE USE. DO NOT USE ON THE JOB.

ATC FORM 214 (JAN 75) OBSOLETES ATC FORMS 214, MAY 69, 522, NOV 63 AND 523, MAY 71. STANDARD COVERSHEET

SUGGESTED READINGS

"Spanish-Americans: The New Militants." Editorial Research Reports, September 25, 1970, 20 pages.

"The Newest Americans: A Second 'Spanish Invastion'." U.S. News & World Report, July 8, 1974, 3 pages.

"Machismo and Marianismo." Society, September/October 1973, 7 pages.

"History: Hindrance to Unity." Race Relations Reporter, July 1973, 5 pages.

"Puerto Rican Youth." The Rican: A Journal of Contemporary Puerto Rican Thought, Fall, 1971, No. 1, pp. 4-13.

"The Puerto Rican." Ethnic Differences Series, National Rehabilitation Swervices, 24 pages.

"You Can Be Born or Buried Cuban Style." Miami Herald Newspaper, August 24, 1973.

"Para los Ninos--For the Children." Clearninghouse Publication 47, U.S. Commission on Civil Rights, October 1974.

PART II - TEACHING GUIDE

INTRODUCTION (10 Min)

ATTENTION

MOTIVATION

Until now, you probably haven't considered that there are major differences in white people of America. The predominantly white Group I alluded to above is comprised of 18 million people. The differences in values, life styles, and motivation of various white groupings we cover today will broaden your perspective and aid you in dealing with a major portion of your base population.

OVERVIEW

1. Read the lesson plan objectives to the class.

2. Discuss lesson chronology.

TRANSITION

BODY (3 Hrs 40 Min)

PRESENTATION

6f. CRITERION OBJECTIVE: Identify historical and current political, socio-economic events and attitudes which combine to shape the frame of reference for white ethnics in the USA today and make cross-cultural communication difficult.

NOTE: PAGE 469 HAS BEEN OMITTED, HOWEVER ALL MATERIAL HAS BEEN INCLUDED.

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1. Identify the definitions of class, minority, ethnic, and white ethnic.

a. Define ethnic - Refers to any of the basic divisions of mankind, as distinguished by language and customs.

b. Define white ethnic - Refers to a basic division of white people, as distinguished by language and customs.

2. Identify four characteristics attributed to the "unmeltable" white ethnics in the U.S.

a. Explain that the "unmeltable" white ethnics are made up of second- and third-generation whites in the U.S. today, who immigrated to this country at the turn of the century from Europe. This grouping includes the following people:

(1) Jews

(2) Polish

(3) Italians

(4) Hungarians

(5) Danish

(6) Greeks

(7) Swedish

(8) Lebanese

(9) Czechoslovakians

(10) Armenians

b. Explain that this group holds the Unmeltable Philosophy - Rejection of the prevailing white values and life styles preexisting in the U.S. today. Rejection of the U.S. as a "melting pot" for all people. Aware that the "pot" is cut in the form palatable to the dominating white population of the U.S.

c. Explain that this group possesses ethnic identity - a set of instincts, feelings, intimacies, expectations, patterns of behavior and emotion, and a sense of reality going back to a particular historical/cultural influence from the old country (Europe).

d. Explain that this group supports cultural pluralism - a style of life maintaining the existence of more than one value system within a given population. Cultural pluralism is a state of existence akin to what Fritz Perls said:

(1) "You are you and I am I. You do your thing and I'll do mine. I'm not in this world to meet your expectations and you're not in this world to live up to mine. If we find each other at a point on the spectrum of life, that's beautiful. If not, it couldn't be helped, and that's still okay."

(2) Mutual respect for another's way of life.

EVALUATION

1. What are the four characteristics of the "unmeltable" white ethnics?

2. What is the Unmeltable Philosophy?

3. What is cultural pluralism?

TRANSITION

3. Identify three characteristics of the people who settled in Appalachia in the 1700s, examples of victimization and exploitation of the Appalachians, and seven problems which exist in Appalachia today.

a. Identify the three characteristics of the people.

(1) Rejects - Indentured servants from Europe who were also rejected by the new colonists in America.

(a) Swept from farmlands by landlords and plantation owners.

(b) Unable to find work in the cities.

(2) Distrustful of new U.S. government as they had been of the European government.

(3) Sought to elude government influence, and refused to use it as a tool for social and economic enhancement.

b. Discuss the victimization and exploitation of the Appalachians.

(1) 1880s - Railroads and timber companies searching for coal and timber during the period of industrialization exploited Appalachians.

(a) Exploitation of mountaineers began - Mountaineers sold everything at prices ranging from a dime to a few dollars an acre. The people are ignorant and poor by U.S. Government standards. Yet the truth is that there is a different value system involved.

(b) Mountaineers were hired to work for coal and timber companies for meager wages.

(2) Post WWI and Depression.

(a) The mechanization of coal mines and other industries put many mountaineers out of work.

c. Explain that this group possesses ethnic identity - a set of instincts, feelings, intimacies, expectations, patterns of behavior and emotion, and a sense of reality going back to a particular historical/cultural influence from the old country (Europe).

d. Explain that this group supports cultural pluralism - a style of life maintaining the existence of more than one value system within a given population. Cultural pluralism is a state of existence akin to what Fritz Perls said:

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(2) Mutual respect for another's way of life.

EVALUATION

1. What are the four characteristics of the "unmeltable" white ethnics?

2. What is the Unmeltable Philosophy?

3. What is cultural pluralism?

TRANSITION

3. Identify three characteristics of the people who settled in Appalachia in the 1700s, examples of victimization and exploitation of the Appalachians, and seven problems which exist in Appalachia today.

(b) When the Depression hit, mountaineers lost what little they had left.

(3) Anti-Poverty Programs - Beginning with Lincoln going through the administrations of Johnson, Kennedy, Roosevelt, and Nixon, subsidies aimed at relieving the plight of the people in Appalachia have not gone to the people in need. Instead, through political manipulation, the money has remained in the hands of the region's landowners and large industries working in the mountain region. Therefore, the power and wealth over the land and people is represented in the following areas:

(a) Coal companies

(b) Landowners

(c) Gas companies

(d) Timber companies

(e) Quarries

(f) Rail/Steel companies

c. Discuss seven existing problems in Appalachia today.

(1) The land - Decavaties in the earth due to quarrying, drilling, tunneling, strip-mining. This activity has traditionally destroyed the homes of the residents in the region.

(2) The people - The old, crippled, and sick, and the young just waiting to find a way of leaving.

(3) Welfare - In some counties, as much as 65% of the population are on welfare. In increasing numbers of families no one has held a job in three generations.

(3) Appalachian - Fatalism, little or no control over life. Middle Class White - Freedom to determine one's direction in life.

(4) Appalachian - Sense of anxiety and hostility towards those outside of community. Middle-Class White - Self-assured.

b. Compare Appalachians and white, middle-class American societies.

(1) Appalachian - Not status-seeking. Middle-Class White - Strong pressure for status.

(2) Appalachian - Rejection of joining groups. Middle-Class White - Readiness to join groups.

(3) Appalachian - Ambivalent about education. Middle-Class White - Emphasis on education.

(4) Appalachian - Looks at the world with suspicion and fear. Middle-Class White - Basic acceptance of the world. Relies on the government and law.

EVALUATION

1. Compare Appalachians and white, middle-class Americans with respect to progress.

2. How are Appalachian children reared?

3. Do Appalachians seek status?

TRANSITION:

. Identify the white liberal and the white conservative approaches to social change in America.

a. Discuss the white liberal approach.

(1) Approaches social change from a dominated institution devising plans and programs to help the oppressed and victims of discrimination. Perceives the "sickness" to be within the victims, not within himself or his institutions.

(2) Perpetuates white majority sickness and simply engages in token or paternalistic programs.

b. Discuss the white conservative approach.

(1) Approaches social change from a white-dominated institution and zealously guards the status quo. Insists on "law and order" to maintain superiority position.

(2) Insists on dominating others, advocates white supremacy.

(3) The conservative approach is the framework from which major decisions are made involving people within our country.

TRANSITION:

6. Identify the definition of "new white consciousness" and six values held by members of this group.

a. Define "new white consciousness". New White Consciousness - A set of values and beliefs held by a cross-section of whites from all ethnic, economic, political, religious, and social backgrounds. The values and beliefs support the equality and dignity of every human being in our society. The root cause of the present social condition is viewed as being perpetuated by the dominant white superculture.

b. Identify six values held by the New Whites.

(1) Identifies the dominating white community in America, and particularly its institutions, as the root cause of inequality, oppression, racism, and discrimination. Thus, efforts to enact social change must begin with changing these institutions.

(2) Recognizes these institutions as the cause and currently being held up as a standard of success.

(3) Recognizes he/she is not racially or culturally neutral.

(4) Recognizes that a new white consciousness is a way of understanding most other whites as simultaneously biased, racist, sexist, and having the power to change things, through legislation and action.

(5) Recognizes that the job at hand is equity and reparation, not an unjust double standard.

(6) Understands his/her motivations for what is and is not done in the area of social change.

EVALUATION

1. What is "new white consciousness"?

2. How do "new whites" define the cause of inequality?

3. How do the "new whites" plan to cause change?

TRANSITION:

7. Identify the definition of collaboration and three reasons why collaborative programs are difficult to administer.

a. Define collaboration.

(1) Collaboration - The relationship of peers committed to solving a common problem within a common framework using joint strategies and tactics.

(2) Revolution - Most synonyms for revolution are negative. In this unit of instruction, we define it as CHANGE.

b. Explain three reasons why collaborative programs are difficult to administer.

(1) Difficulty in recognizing who is there to help and who is not.

(2) Lack of awareness in ethnic differences, cultural differences, values, and life styles of people.

(3) Lack of communication between people that facilitate common understanding.

EVALUATION

1. Define collaboration.

2. How does a lack of communication between people make a collaborative program difficult to administer?

APPLICATION - (1 Hr - Groups)

1. Direct students to small groups.

2. Explain they will be participating in a structed experience designed to calrify their own value system and differences based on their unique

ethnic background and hopefully appreciate those of representatives from other cultures, races, ethnic groupings. See attachment #1, Traditional American Values: Intergroup Confrontation, extracted from 1973 Annual Handbook for Group Facilitators, page 23.

CONCLUSION (10 Min)

SUMMARY

1. Review the lesson plan objectives to the class.
2. Clear up any misinterpretations.

REMOTIVATION

You may still ask, "Why do I need to know the characteristics of the various groupings of white people? You will find the value of this information in the payoff of enacting social change in a collaborative effort with the "new whites", and representatives from all other areas of victimization, oppression, and exploitation in our country.

CLOSURE

"The United States has been labeled as the only country that can move from Barbarism to Decadance without passing through civilization." Let's not make that a continuing reality.

ASSIGNMENT

Give Complementary Technical Training assignment, when appropriate.

Extracted from The 1973 Annual Handbook of Group Facilitators; Jones and Pfeiffer

TRADITIONAL AMERICAN VALUES: INTERGROUP CONFRONTATION

Goals

I. To clarify one's own value system.

II. To explore values held in common within a group.

III. To study differences existing between groups.

IV. To begin to remove stereotypes held by members of different groups.

Group Size

Unlimited. There should be two identifiable subgroups whose values might be expected to differ, such as males and females, blacks and whites, older and younger, staff and management, etc.

Time Required

Approximately one and a half hours.

Materials Utilized

I. Two Traditional American Values Worksheets for each participant.

II. Newsprint, felt-tip markers, and masking tape.

III. Pencil for each participant.

Physical Setting

Room with movable chairs, large enough to stage a multiple-role-play.

Process

I. Participants are instructed to complete the Traditional American Values Worksheet independently, without any discussion with others. They are asked to sit quietly and to reflect on their values while others complete the task.

II. Subgroups are formed that are expected to differ from each other. Each subgroup is given a felt-tip marker and newsprint, on which one volunteer records the commonly rejected values of members of that group. (These subgroups should consist of no more than twelve members. Several subgroups of the same "type" may be formed to insure that adequate air time is provided for each member to be included.) Thirty minutes is allowed for this phase.

III. Participants are given worksheets again and asked to complete them, but this time to try to do it as if they were a member of the other group. They are, in effect, trying to predict what the hypothetical "average" person in the other group would and would not hold valuable. This is done independently.

IV. Subgroups receive additional newsprint and are asked to find out what the most common predictions of the members are.

V. The two sets of posters are placed on the walls, and everyone is asked to read them all without discussion.

VI. Subgroups reassemble to react to what was predicted about them and to the accuracy of their prediction.

VII. Each subgroup is asked to select one of its members to participate in a role-play and to think of a situation in which value differences might arise that could be acted out.

VIII. The facilitator solicits suggestions from the subgroups on a role-play situation to be staged in front of the room. He gives the subgroups five minutes to coach their representatives who will be playing the role of a member of the opposite group.

IX. The role-play is staged. Participants are asked to watch for behaviors which denote stereotyping.

X. The facilitator leads a discussion of the entire exercise, soliciting both personal statements (what I learned about me and about the other group) and process statements (what I learned about stereotyping). Subgroups may be asked to reassemble to reassess their tendency to make "should" statements about the other group.

Introduction to Social Actions

CROSS-CULTURAL DIFFERENCES (PART VI - WHITE ETHNICS)

TRADITIONAL AMERICAN VALUES WORKSHEET

Instructions: Place a check in front of those values which correspond to your own, and place an "X" in front of those which you personally reject. Then go back and rank-order the three values which you hold most strongly, by placing the number 1 beside your preeminent value, 2 by the second most strongly held, etc. Rank-order the three which you reject most strongly in a similar way: place 1 beside the value you reject most strongly, etc.

It is valuable to:

______ Get ahead.

______ Be honest.

______ Participate in government.

______ Work hard.

______ Be clean.

______ Honor one's parents.

______ Be loyal to your country.

______ Live.

______ Be free.

______ Pursue happiness.

______ Accrue goods and wealth.

______ Become educated.

______ Be religious.

______ Know the right people.

______ Live in the right places.

______ Be productive.

______ Help your fellow man.

______ Be tolerant.

______ Explore.

______ Win.

______ Look out for yourself.

______ Obey the law.

______ Influence other countries to become democratic.

______ Be partisan.

______ Know your heritage.

______ Build things.

______ Save time.

______ Find a better way.

______ Be proud of your city, state, section.

______ Adjust to the prevailing social norms.

______ To stand up for what you think is right.

TEACHING GUIDE

INTRODUCTION (5 Minutes)

ATTENTION

A great deal of your work with EOT will be spent dealing with groups of people.

This will often involve dealing with commanders, first sergeants, top three as separate entities, or groups.

Or it may involve organizations such as committees that assist in the management of special observances, the Human Relations Council, or any council and committee that's designed to complete a given task.

Military civilian personnel distinguished by race, religion, sex, national origin and age are the third major types of groups that you may be called on to apply professional leadership skills.

OVERVIEW

1 Cover the criterion objectives with the class.

2. Develop the lesson chronology.

MOTIVATION

Group leadership is a lost art yet it is a job requirement. Today's emphasis in EOT is getting things done through people. So you can see the importance of leadership skills and understanding the dynamics of what makes groups successful or failures.

TRANSITION

Let's begin by looking at what makes an effective group manager.

BODY (7 Hours 45 Minutes)

1a. CRITERION OBJECTIVE. identify essential group manager qualities, skills and techniques.

1. Discuss the essential group manager qualities.

a. Empathy

(1) Use anologies and metaphors to understand the other person.

(2) Be able to accurately perceive what another person is experiencing and communicating to you.

b. Acceptance

(1) When values differ from your own, you should recognize the difference and accept the other person's right to be different.

(2) Throughout, you should have unconditional positive regard for the group members.

c. Congruence

(1) You should be real and genuine in your relations with group members.

(2) Remain in tough with your feelings, and act on those feelings.

d. Flexibility

(1) Do not be so rigid that you can't afford to listen to others.

(2) Be able to adapt to whatever the situation is.

2. Discuss essential group manager skills.

a. Listening

(1) Reach out for what another has to say.

(2) Learn to pick up all the cues that others throw out whether they be verbal or non-verbal Be sensitive to messages that are not identified with the verbal content of the conversation.

b. Expressing one's self.

(1) Be able to give others your messages clearly.

c. Responding

(1) Be alert to identify roles exhibited by members.

(2) Be alert to role assumptions/perceptions of group members.

(3) Let everybody react as people.

d. Observing (behavior)

(1) Who talks? For how long, how often?

(2) Who do people look at when they talk?

(a) Do they single out others for potential supporters?

(b) Do they scan the group?

(c) Do they look at no one?

(3) Who talks after whom, or who interrupts whom?

(4) What style of communication is used?

(a) Assertions,
(b) Questions,
(c) Tone of voice,
(d) Gestures,
(e) Other significant styles.

e. Intervening

(1) Remain objective,
(2) Suggest negotiation between group members.

f. Designing

3. Discuss essential group manager techniques in relation to the following:

a. Structured experiences

(1) Experiencing
The participant becomes involved in an activity; he/she acts or behaves in some way or does, performs observes, sees, says something.

(2) Publishing
Sharing or publishing reactions and observations with others who have either experience or observed the same activity.

(3) Processing
Integration of the sharing. The dynamics that emerged in the activity are explored, discussed, and evaluated (personnel) with others,

(4) Generalizing
Need to develop participants principles or extract generalization from the experience. Stating learning in this way can help participants further define, clarify, and elaborate them.

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(5) Applying
Planning applications of the principles derived from the experience. (see below)

b. Instruments

Use vocational interest inventories, and other personality tests only if qualified. You can arrange with Mental Health to work joint programs for group members to find out more about themselves.

c. Lecturette

Use to increase students' awareness of the cognitive aspects of the group experience.

d. Confrontations

When there is a discrepancy between what one is doing and what one is saying, you should confront the incongruity.

4. The experimental process is not complete until a new learning or discovery is used and tested experimentally. This is the experience part of the experimental model. Applying becomes an experience in itself.

EVALUATION

1. What are the three dimensions of group manager effectiveness?

2. How does a group manager demonstrate congruence? Acceptance?

3. What is meant by listening?

PRESENTATION

1b. CRITERION OBJECTIVE: Identify four phases of group process and appropriate phase interventions.

1. Discuss Stage One: Gathering together.

a. Time Period - First or Second.

b. Issues

(1) Inclusion
(2) What to do
(3) Identify loss - It costs something to a member of a group.

c. Interventions

(1) Role clarification.
(2) Trust building.
(3) Modeling.
(4) Safety (who is supposed to do what and how).

2. Discuss Stage Two: Standstill (troublesome phase)

a. Issues

(1) "Letting go".
(2) Fear, anger.
(3) Challenge.
(4) Resistance.

b. Interventions

(1) Challenge "either/or" options when these are made instead of "both/and" options.

(2) Expand their options.
(3) Experimental.
(4) Down play past history.

3. Discuss Stage Three: Biting through

a. Issues

(1) Conflict.
(2) Experimentation.
(3) Flux, power.
(4) Group indentification.

b. Interventions

(1) Reality orientation.

(2) Confrontation.
(3) "Both/and" (black/white, alive/dead, tough/tender).

4. Discuss Stage Four: "The Taming Power of the Great."

a. Issues

(1) Testing Out.
(2) Intergration.
(3) Affection.
(4) Contracting.

b. Interventions

(1) Best intervention in this phase is to do nothing.
(2) Group gegins to let go.

EVALUATION

1. Identify the frou stages of group process.

2. What interventions are effective to counter fear among group members?

3. In what stage would doing nothing be the most effective intervention?

PRESENTATION

1c. CRITERION OBJECTIVE: Identify eight task functions.

1. Define task functions as those skills that facilitate going about doing the groups work.

2. Identify the eight task functions:

a. Setting goals--Proposing a task or goals, defining a group problem; suggesting a procedure. Suggesting objectives for the group on which to work.

b. Solving problems--Suggesting steps for solving problems, demonstrate a capability to analyze problems.

c. Making decision--Deciding between alternative suggestions for group actions offering a decision or conclusion for the group to accept.

d. Integrating ideas--Pulling together related ideas. Restating suggestions after the group has discussed them.

e. Testing consensus--Asking to see if the group is nearing a decision; sending up a tril balloon to test a possible conclusion.

f. Being in control--When group is dragging (apathetic), initiates action takes own responsibility.

g. Being productive--Offering a variety of ideas to the group; offering facts; providing revelant information about group concerns.

h. Being inventive--offering unique and creative suggestions for group on which to work--Seeing things from a different perspective.

EVALUATION

1. What is meant by integrating ideas?

2. How does a group manager test for consensus?

1d. CRITERION OBJECTIVE: Identify eight maintenance questions.

1. Define maintenance functions as those skills that promote the atmosphere and inducement. Maintenance functions are skills that promote participation. The group functions as

a group, and, therefore, promotes effective task functions.

2. Identify eight maintenance functions:

a. Helping others contribute--Helping to keep communications channels open; suggesting procedures that permit sharing remarks.

b. Accepting others feelings--Non-judgemental, it is O.K. to be different. Verbal expression, exhibits tolerence. Is not critical of other members's feelings.

c. Expressing group feelings--Shares perceptions about the group. Anxious, apathetic, dependent.

d. Reviewing group process--How the group is functioning; i.e., how group is making decisions, are all the members participating and who controls the group.

e. Stirring things up--Catalyst, provocative.

f. Harmonizing and compromising--Attempting to reconcile disagreements; reducing tensions; getting people to explore differences. When own idea of status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in the interest of group cohesion.

g. Enjoying the process--Create interest and excitement, invites others. Shows involvement and eagerness.

h. Giving interpersonal feedback. Provides appropriate feedback to others about their behavior in the group.

EVALUATION

1. What is meant by expressing the group's feelings?

2. What is meant by harmonizing? Compromising?

CONCLUSION (10 Minutes)

SUMMARY

1. We've taken a look at these dimensions of facilitator effectiveness.

   (1) The person
   (2) Skills
   (3) Techniques

2. We also looked at four phases of group process and the appropriate interventions for each. These were:

   (1) Gathering together
   (2) Standstill
   (3) Biting through
   (4) "The Taming power of the great."

3. This led to eight task Functions

4. And, finally we considered eight maintenance functions.

REMOTIVATION

Merely attending a lecture on group manager is not going to make you a good manager. The most effective managers have practiced their skills for years and they are still learning.

For the next few hours through exercises you'll have the opportunity to practice and develop your own individual group leader style.

APPLICATION

1. Direct to students to small groups for management exercises.

2. Hour #1: Each student will introduce themselves to the entire group stating the following:

NAME
BASE
YEARS IN SOCIAL ACTIONS
ANY OTHER PERTINENT DATE THEY DEEM NECESSARY.

3. Hour #2: Have each student complete the individual AAP Exercise Worksheet. This is done independently. (20 Minutes)

4. After 20 Minutes the group is devided into dyads or triads (which ever is applicable) to discuss the individual AAP worksheet. This is done for 30 minutes.

5. Hour #3: Direct each student to complete the group Affirmative Actions Plan Worksheet (to develop a contract) which reflects the goals of the group and it's means of accomplishing these goals. They are to be specific and this is done independently. (20 Min)

6. After 20 minutes the group is divided into dyads or traids to discuss the group Affirmative Actions Plan Worksheet. This is done for 30 minutes.

7. Hour #4: During the next 50 minutes the group will come up with their group Affirmative Actions Plan.

8. During the CTT hours the group is to prepare a display for the bulletin board in the group room that includes all the items listed on the group Management Project Worksheet "Our EOT Group."

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9. Hour #5: Each student will have 20 minutes to complete the Group Growth Evaluation Worksheet. (This is done independently).

10. After 20 minutes the group is divided into dyads or triads to discuss the group growth evaluation worksheet. This is done for 30 minutes.

11. Hour #6: The group has 50 minutes to process the group growth evaluation worksheet.

STUDY GUIDE AND WORKBOOK

3ALR73430A/30LR7361A/30ZR7361A-II-1-1

Technical Training

Equal Opportunity and Treatment

GROUP MANAGEMENT

October 1978

USAF TECHNICAL TRAINING SCHOOL
Lackland Air Force Base, Texas 78236

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GROUP MANAGEMENT - PART I

OBJECTIVE

In a series of small group structured experiences demonstrate interpersonal communication behaviors in accordance with the group management performance test.

INTRODUCTION

When the term group facilitation is discussed within the Social Actions framework, normally, it is associated with the drug and alcohol section. This is understandable since the large case load of the drug and alcohol section demands that a counselor attempts to change (intervene) inappropriate behavior (alcohol or drug abuse) by seeing members of the rehabilitation programs as a group rather than as individuals. Human Relations and Equal Opportunity also work with groups although these are of a different type and governed by decidely different purposes. Human Relations focuses in on individual and group behavior as it effects the mission of the installation, utilizing a learning group which can be described as a T-Group (training group, with set goals defined as Desired Learning Outcomes). Such groups allow individual participants to focus in on their behavior and attitudes, experiment with new behavior (for example discontinue the use of flag words which can be hazardous to one's health) and apply this new learning to the on-the-job environment. It takes a special skill including awareness of one's self in order to deal with this type of group on a daily basis. Similarly, Equal Opportunity functions with groups. These may include the commander's staff, the Top Three, First Sergeants, the Base Advisory Council, Equal Opportunity personnel in each squadron, etc. Each one of these groups is unique in many respects and a full understanding of the dynamics of each will help make the job of managing an EOT program easier. Set rules for handling each one of the groups mentioned do not exist, but there are general guidelines which may apply. The guidelines require individualization to fit then to the uniqueness of any installation.

In broad general terms, a group will be governed by theories: the content (task), process (maintenance) and structure which determines how each of these will be interrelated. These theories apply to all types

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Supersedes SW A-II-8-5, 1 Nov 1976; HO A-II-8-3, Aug 1976; HO A-II-1-2, Aug 76, and HO A/B-II-10-22, June 1977 of groups and based on them a group leader determines how to use the most effective dimensions to insure the group's success. In all cases patience is required. Base Advisory Councils are the most difficult of all groups to manage in a sense because it seems easier to do it yourself with a large enough staff than it is to rely on a council to surface irritants for the commander to work on. But the Council, like any group, follows a pattern of phases and for each phase there are actions which can be taken (called interventions) which when used at the right time can turn a non-working group into a functional group. This relates to the amount of individual participation. In some cases individuals may never participate willingly, but that is the exception and not the rule despite what you think of your BAC. Keep in mind that there are ways to encourage individual participation and ways to discourage participation. Corporations pay thousands annually to human relations specialist to train their managers on the concepts of team building. These are just a few of the areas which will be discussed but keep in mind that none of these theories are absolute. The most important element of group management is not the theory but the group manager.

INFORMATION

GROUP MANAGER QUALITIES, SKILLS AND TECHNIQUES

Qualities

These are the things that refer to you as an individual since you are the most important element of the group. As a group manager working with a new group, you may ask yourself, "What is my responsibility, or what does a group manager do?" In general a group manager sets the tone for the group which encourages success (however defined) of the group. You must be personally involved. Your actions, how you do things, and what you say are important. Four personal qualities are a part of this dimension:

EMPATHY. This refers to understanding the other person. It does not mean sympathy. Empathy may be expressed by analogies and metaphors. It requires that a group manager must be able to accurately perceive what another person is experiencing and communicating to you. Take the example of a BAC representative discussing increasing polarization within a small unit that has no base wide implications. There are several ways of responding to that representative:

1. "I haven't had any other reports of polarization increasing on the base; that seems to be a personal problem. I suggest that you deal with it the best way you can."

2. "I haven't had any other reports of increasing polarization on the base, so it seems that the problems may be confined to your unit. This is nothing unusual, and it may mean that there are some underlying problems that you may not be aware of. Let's talk about some things that may help out."

3. "I really feel for you. Polarization can be a big problem, and it seems that you'll really have your hands full trying to figure out what to do about it. Hey, I'm sorry that you're going through that."

In the first example don't expect the representative to say anything again in the near future. In the last example the representative knows that somewhere there's somebody that really feels sorry(sympathetic), but so what?

ACCEPTANCE. Recognize that others have values which may be different from your own. If you recognize another's right to be different, you'll understand the general principle of acceptance. This does not mean that you have to agree with another person't point of view, but recognize that they have the right to it. Many members of groups will be prejudiced, and that is their right. At the same time these members may not practice discrimination. Accept a person's right to be different as long as it doesn't conflict with policy or another's rights.

CONGRUENCE. A group manager must be real and genuine in relationship with group members. Keep in touch with your feelings and act accordingly. Many middle managers have given briefings on EOT when they don't believe in the program, and it comes across that way.

FLEXIBILITY. After arriving at a well thought out solution to a problem, you may still be wrong. Do not be so rigid that you cannot afford to listen to others. It may be necessary to adapt to whatever that changing situation is.

Skills

The second dimension of effectiveness is the skill of the individual manager. Five specific skills will be discussed here; you may know of some others.

LISTENING. There is a difference between hearing and listening. Hearing may be called a physical process. For example, a person hears in their sleep. In a office a person gets used to the ordinary sound of aircraft overhead, so they do not pay any attention.. The same holds true for automobile noise on a long trip. Listening in this context means actively reaching out for what another has to say. Learn to pick up all the clues that others throw out whether they are verbal or nonverbal.

EXPRESSING ONE'S SELF. Keep in mind that it is important that a message be given clearly if it is to be understood. It takes quite a while to form communicative skills, but communication by the group manager is a key element of the group's success.

RESPONDING. Pick up what is happening within a group and address it. This includes identifying the roles that members tend to exhibit.

OBSERVING. Looking for the behavior of individual group members is very important. Part II of this SW, "What to Look for in Groups," from the 1972 Annual Handbook for Group Facilitators presents some interesting insights as to what to look for in groups.

INTERVIEWING. The idea of intervention is taking action designed to produce certain effects within a group. This may mean changing the behavior of a group or merely setting the group in a certain direction. An example would be focusing the attention of the group on a problem which it may be avoiding. In the case of two members who do not agree on an issue, an intervention may mean inviting the two to resolve their disagreement outside the meeting or further negotiations between the two.

Techniques to Plan Objectives

A successful group manager relies on a variety of techniques to achieve an objective. Four techniques that apply to a variety of group settings will be discussed:

STRUCTURED EXPERIENCES. A structured experience is an outline of activities for groups and individuals designed with a predictable outcome in mind. They are often called games, but the word game does not fully encompass the complexity of the group activity. If unit EOT personnel are being trained as a group to appreciate the impact discrimination has on an individual, a good technique may be to establish a structured experience where members of a group are allowed to experience discrimination within a controlled environment. A structured experience allows the members of a group to learn from their own behavior and the behavior of others. This is accomplished through five aspects of the structured experience which encourages learning:

Experiencing. Participants become involved in the activity. They act and behave in some way; they observe, see and say something. Consider again the example of training unit EOT representative on discrimination. An awareness exclusion exercise is designed to have persons experience being on both sides of discrimination as the victim and the aggressor. In these roles participants experience both sides.

Publishing. In this phase participants share what they learned, their reactions, observations with others who have similar experiences.

Processing. This is an integration of the sharing that emerged in the previous phase. The dynamics of the activity are explored, discussed and evaluated with others.

Generalizing. Here generalizations are extracted for the experience. For example, generalizations on how it feels to be the victim/aggressor in discrimination would be suitable. Stating learning in this way can help participants further define, clarify and elaborate them.

Applying. This is the planned use of the principles derived from the experience.

Structured experiences are very useful and they are suitable to a variety of groups, while they are unsuitable for other types of groups. An EOT Technician may use structured experiences in training seminars for unit EOT personnel or the Human Relations/HRC representatives. They are not suitable for the commander's staff unless of course it is a leadership workshop.

INSTRUMENTS. A variety of psychological tests are available to measure anything from intelligence and aptitude to general interest. Such tests may be used in screening a group of prospective EOT personnel. These tests should only be administered and interpreted by qualified personnel. Arrangements can be made with Mental Health for the use and applicability of testing.

LECTURETTE. A lecturette is a small lecture presented to a group on some aspect of the group experience, task functions or maintenance functions. An HRC whose poor performance may be traced to unfamiliarity with all aspects of the EOT program duties and responsibilities may be educated through the use of lecturettes on different subjects at each meeting.

CONFRONTATION. When there is an incongruency between what one is doing and what one is saying, the incongruity (but not necessarily the person) must be confronted. For example, while briefing first sergeants on your base, one individual states that there aren't any problems in the unit where that NCO is assigned. At the same time you know that over the last quarter, EOT received the majority of complaints from that unit. This is an incongruence. Another relates more specifically to an individual. In the example of training unit representatives on discrimination awareness, if one of the individuals says that flag words pertaining to the ethnic group that person is associated with is nothing to be concerned about, but at the same time everytime the words are mentioned the person clenches their fist, that is an incongruence.

EXERCISE I

Complete the following exercise.

1. What are the essential group manager qualities necessary for effective group management?
2. Which skills are essential for effective group management?
3. What are the techniques a group manager can use in group management?

PHASES OF GROUP PROCESS AND APPROPRIATE INTERVENTION

Each group, whether a new command staff or a new HRC, characteristically goes through a variety of stages. In each stage there are issues or concerns which may be personal to each of the members. Intereventions for each of these issues assist the group in going through the stage.

Stage One. Gathering Together

This is the initial phase of a new group, command staff, unit EOT representatives, committee, council, whatever. It may last one or several sessions depending on the progression of the group. At times, as new members join an established group (office staff, committee, council), they may voice concerns similar to the issues of this stage.

ISSUES. Inclusion is a primary issue, that is, who is a member of the group and who is not. This is associated with another issue of "what-to-do", that is what do I as an individual do in this group, what is my role, function and responsibility? Additionally, identity loss, that is what it costs personally to be a member of the group, often arises as an issue. Take the position of a team of EOT technicians sent to a base that has just had a major incident to assist the base in resolving its problems. Each of the team members is a recognized expert on their home installations, how it's the question on how an individual expert blends in with a team of experts. For most persons this is not a problem, others simply cannot work effectively with others who are on an equal level with the same general skill and expertise.

INTERVENTIONS. Role clarifications outlining the proper role of each member is the first procedure in this example. Others may include trust building, that is can I as a group member trust another group member. By modeling the ideal participant the group leader sets the example. An EOT staff sloppy in their appearance should not expect unit EOT representatives to be better than themselves in appearance when conducting business. Safety is an appropriate intervention in orientations of HRCs, that is, who is supposed to do what and how. If HRC members are expected to surface irritants, this is decidedly different from receiving complaints on a 1587, Interviewing and Complaint Validation.

Stage Two. Standstill

This is a troublesome stage. It often involves a denial of the complexity of the task of the group, avoidance of the task (an HRC's reluctance to surface problems for example, or a denial that a change is possible or needed (like a command staff working group on military justice objectives of the Affirmative Actions Plan that's just been given Requires Attention by the Commander).

ISSUES. Immediately after the group has a feeling for the task at hand, say problem solving, a polarity between thinking and feeling may occur. The awareness that a change is possible or that solution is available may be met by a denial of that possibility or the need for change.

Community groups and base organizations uniting for positive change often run into a reluctance to move beyond the talking stage, confusing the thought that change is possible and necessary and the feeling that it is impossible at the same time. Regression is another issue that is marked by fear and anger or tension resulting for the thought/feeling conflict. Regression here means moving to the safe position which in essence means doing nothing. A new EOT staff as a group, after the initial realization of the duties involved in the career and the risk accordingly, may elect in this stage to regress and in effect do nothing meaningful about the problems at hand out of fear, tension, etc. This stage may also involve a challenge of values and beliefs of the group. This is especially true of minority ethnic groups who have adopted values that assign a certain class or standard to another ethnic group. Their value systems may be challenged by coming into focus with EOT. Consider the case of an unit EOT representative who after local training on discrimination realizes that he or she is still prejudiced. Resistance to change is the final issue. An ethnic association for example, content in this stage with talking about another ethnic group may resist all attempts to channel this talk into constructive channels for positive change.

INTERVENTIONS. Actions can be taken to move a group out of this stage and progress to positive action. Challenging the "either or" type options raised by group members with "both and" type options is one intervention. Things are rarely so absolute that "either or" is the only way out. Expand the options of the group. Brainstorming is an excellent tool for expanding options. Experiential work in exploring new behavior may be important. Training in interviewing techniques may be helpful for example to EOT personnel or HRC representatives that find it difficult to surface the irritants in their units. Down play past history if this is a factor in the standstill. Four hundred years, a history of confiscated land are elements of history, but they are just "history" and it may be necessary to play down history to get a group to deal with the present reality.

Stage Three. Biting Through

If the interventions are successful in the second stage, the group will move on to heightened activity and awareness of its own power and ability. The issues and interventions listed are by no means all of the possible dynamics involved in a group. A successful group manager combines study with experience and practice, that ultimately takes a group beyond a standstill.

ISSUES. As the possibility for change becomes apparent, conflict may develop. This could be a conflict between an aware HRC and the enforcement of a military regulation that a certain ethnic group finds undesirable. Experimentation with new ways of doing things is a characteristic issues of this stage, and at the same time, a group may just begin to feel its power. Here power and authority are seen as part of the group, as well as possessed by the individual member. When active members of a successful HRC surface a base wide irritant, the general feeling in responding to those who have raised the issue is, "I'll take it to the HRC at the next meeting and let you know the outcome". The issue of power/authority is one reason that many non-EOT problems come before the councils when the members are fully aware of the Air Force policy on HRCs. Similarly, after some initial successes in their units, some EOT representatives may have the feeling that they are not ready for anything and can do everything.

INTERVENTIONS. Reality, whatever the reality constitutes, is a proper intervention. Such an intervention is called relaity orientation. Direct confrontation of the issues may be necessary and when the smoke clears the group may have progressed to the fourth stage.

Stage Four. Taming the Power

Here the members are fused into a working group that knows its responsibility. The epitome of an effective EOT program is a staff fully inspired by the commander to work the Affirmative Actions Plan, strong/active unit EOT personnel resolving problems at the lowest level possible, an active Human Relations Council and effective Social Actions personnel in each of the branches. Of course this is the epitome and if such a base exists, it is a well kept secret. In this stage the group is virtually on its own.

ISSUES. Testing out new possibilities is a primary issue. Associated with testing out is the integration of ideas as the group achieves a degree of fusion and trust develops between members. Professional regard or affection may develop between the member of the group that has been fused. Finally there is the contract to fulfill responsibilities and an awareness of the terminal point when the group completes its work may be considered finished. A terminal point does not mean that a group ends its work but it may mean that the group sees a new beginning. EOT representatives who have successfully managed EOT within a unit (supervisor conflicts, work schedules, flag words, etc), may now see the possibility of extending EOT to all facets of the base as a new beginning.

INTERVENTION. These stages for the group manager are a careful process of observations and selected interventions. A group for example, does not call a meeting and announce that it is ready for a new beginning, just as participants in a personal growth program don't come to work one day and announce that they are self-actualized. The basic intervention here is to do nothing and let the group progress on its own while the group manager fades, but does not disappear into the background. If this seems disappointing, consider that your job as a group manager has been a success; besides, as soon as the group starts its new beginning, the process starts all over.

EXERCISE 11

Complete the following exercise.

1. What is the most troublesome group stage?
2. Role classification is most common in which stage?
3. Which stage is thought to be the central period of group development?
4. Where does the facilitator begin to let go?

TASK AND MAINTENANCE FUNCTIONS

Task and maintenance functions are essential for effective group management. Task is the content and maintenance is the process. Both are essential for group functioning. We will be discussing task functions first then look at maintenance functions.

Task Functions

DEFINITION. Task functions are those skills that facilitate going about doing the groups work. Their purpose is to facilitate and coordinate group effort in the selection and definition of a common problem and in the solution of that problem. Task functions include the following:

SETTING GOALS. This is simply suggesting objectives for the group on which to work. It involves proposing a task or goal, defining a group problem; suggesting a procedure.

SOLVING PROBLEMS. Suggesting steps for solving problems. The member demonstrates a capability to analyze problems. They spell out suggestions in terms of examples or developed meanings, offer a rationale for suggestions previously made, and try to deduce how an idea or suggestion would work out if adopted by the group.

MAKING DECISIONS. Deciding between alternative suggestions for group actions and offering a decision or conclusion for the group to accept.

INTEGRATING IDEAS. Pulling together related ideas and restating suggestions after the group has discussed them. They show or clarify the relationship among various ideas and suggestions, try to pull ideas and suggestions together, or try to coordinate the activities of various members or subgroups.

TESTING CONSENSUS. Asking to see if the group is nearing a decision; sending up a trial balloon to test a possible conclusion.

BEING IN CONTROL. Initiating action and taking on responsibility especially when the group is dragging.

BEING PRODUCTIVE. Offering a variety of ideas to the group; facts and revelant information about group concerns. They may offer facts or generalizations which are "authoratative" or relates their own experience pertaining to the group problem.

BEING INVENTATIVE. Suggesting or proposing to the group new ideas or a changed way of regarding the group problem or goal. The novelty proposed may take the form of suggestions of a new group goal or a new definition of the problem. It may take the form of a suggested solution or some way of handling a difficulty that the group has encountered. It may take the form of a proposed new procedure for the group, a new way of organizing the group for the task ahead.

Maintenance Functions

DEFINITION. Maintenance functions are those skills that promote the atmosphere and inducement. They are the functions that promote participation. Because of these functions the group functions as a group and, therefore, promotes effective task functions. They include:

HELPING OTHERS CONTRIBUTE. Helping to keep communication channels open; suggesting procedures that permit sharing remarks. Group managers accomplish this function by inviting other group members to participate. The best method is to ask them questions. ("We haven't got the ideas of Mr. X yet," or "why don't we limit the length of our contributions so that everyone will have a chance to contribute.")

ACCEPTING OTHERS' FEELINGS. Being non-judgemental. The most appropriate method is by verbal expression to let other members know that it is Okay to be different. It is characterized by exhibiting tolerance and not being critical of other members' feelings. Characteristics of this function include: praise, agreement and acceptance of the contributions of others. The members indicate warmth and solidarity in their attitude toward other group members, offer commendation and praise and in various ways indicate understanding and acceptance of other points of view, ideas and suggestions.

EXPRESSING GROUP FEELINGS. Sharing perceptions about the group. That it is anxious, apathetic or dependent.

REVIEWING GROUP PROCESS. Reviewing how the group is functioning; i.e., how the group is making decisions, are all the members participating and who controls the group. They keep mental records of various aspects of group process and feed such data with proposed interpretations into the group's evaluation of its own procedures.

STIRRING THINGS UP. Being a catalyst who causes an action or reaction between two or more persons by something they say or do. They may provoke the gorup into some kind of action/reaction by a question or verbal statement. ("It appears to me that the two of you have decided to support each other", or "when group member B gets into difficulty you seem to rescue him/her," "what's that all about?" Prods the group to action or decision, attempts to stimulate or arouse "greater" or "higher quality" activity."

HARMONIZING AND COMPROMISING. An attempt to reconcile disagreements; reducing tensions; getting people to explore differences. These members usually operate from within a conflict in which their idea is involved. They may offer compromises by yielding status, and admiting error, by discipling themselves to maintain group harmony, or by "comming half-way" in moving along with the group. The member may also pour oil on the troubled waters in a conflict situation.

ENJOYING THE PROCESS. This is characterized by showing involvement and eagerness. Facilitators create interest and excitement and invite others to do so.

GIVING INTERPERSONAL FEEDBACK. Providing appropriate feedback to others about their behavior in the group. The feedback should be descriptive, specific, meet needs of both receiver and giver, be about behavior receiver can do something about. It should be well timed and checked to insure clear communication. An important aspect is to insure that the feedback is solicited.

EXERCISE III

Complete the following exercise.

1. What are task functions?
2. Which task functions demonstrates a capability to analyze problems?
3. How can a group member be inventative?
4. What is meant by testing consensus?
5. Which maintenance functions is accomplished by inviting other members to participate?
6. How does a group manager let others know that it is okay to be different?
7. How does a group manager reconcile disagreements?

SUMMARY

The dimensions of group manager effectiveness were: empathy, acceptance, congruence and flexibility. Those skills associated with effective group management were: listening, expressing one's self, observing, intervening and designing. Finally, the techniques involved: the use of structured experiences, instruments, lecturettes and confrontations.

Group development included the discussion of four stages: gathering together, standstill, biting through and the taming power of the great.

Task functions are those skills that facilitate going about doing the group's work. These were: setting goals, solving problems, making decisions, integrating ideas, testing consensus, being in control, being productive and being inventative.

Maintenance skills are those skills that promote participation. These sills were: helping others contribute, accepting others' feelings, expressing group feelings, reviewing group process, stirring things up, harmonizing and compromising, enjoying the process, and giving interpersonal feedback.

Remember this information will increase your effectiveness as a group manager. By understanding and applying this information in groups here in school, you will develop the skills and techniques needed to be a successful group manager in the field.

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ANSWERS TO EXERCISES

Exercise I

1. Empathy, acceptance, congruence, and flexibility.
2. Listening, expressing one's self, responding, observing, intervening, and designing.
3. Structured experiences, instruments, lecturettes and confrontations.

Exercise II

1. Standstill
2. Gathering together
3. Biting through
4. The taming power of the great

Exercise III

1. Those skills that facilitate going about doing the group's work.
2. Solving problems.
3. Suggest or propose new ideas or a changed way of regarding the group problem.
4. By asking "are we in agreement."
5. Helping others to contribute.
6. By accepting others' feelings.
7. By harmonizing and compromizing.

WHAT TO LOOK FOR IN GROUPS

In all human interactions there are two major ingredients — content and process. The first deals with the subject matter or the task upon which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. Group process, or dynamics, deals with such items as morale, feeling tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Since these processes are present in all groups, awareness of them will enhance a person's worth to a group and enable him to be a more effective group participant.

Below are some observation guidelines to help one process analyze group behavior.

Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?
2. Who are the low participators?
3. Do you see any shift in participation, *e.g.*, highs become quiet; lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?
4. How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.
5. Who talks to whom? Do you see any reason for this in the group's interactions?
6. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

7. Which members are high in influence? That is, when they talk others seem to listen.
8. Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?
9. Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. *How* a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. Items 10 through 13 are suggestive of four styles that frequently emerge in groups.

10. Autocratic: Does anyone attempt to impose his will or values on other group members or try to push them to support his decisions? Who evaluates or passes judgment on

other group members? Do any members block action when it is not moving the direction they desire? Who pushes to "get the group organized"?

11. Peacemaker: Who eagerly supports other group members' decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members — gives them power? Do any members appear to avoid giving negative feedback, *i.e.*, who will level only when they have positive feedback to give?

12. Laissez faire: Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself one way or the other? Who seems to be withdrawn and uninvolved; who does not initiate activity, participates mechanically and only in response to another member's question?

13. Democratic: Does anyone try to include everyone in a group decision or discussion? Who expresses his feelings and opinions openly and directly without evaluating or judging others? Who appears to be open to feedback and criticisms from others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

Decision-Making Procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

14. Does anyone make a decision and carry it out without checking with other group members? (Self-authorized) For example, he decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?

15. Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?

16. Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this effect other group members?

17. Is there any evidence of a majority pushing a decision through over other members objections? Do they call for a vote (majority support)?

18. Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?

19. Does anyone make any contributions which do not receive any kind of response or recognition (plop)? What effect does this have on the member?

Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

20. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?

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21. Does anyone attempt to summarize what has been covered or what has been going on in the group?
22. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
23. Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective teamwork within the group.

24. Who helps others get into the discussion (gate openers)?
25. Who cuts off others or interrupts them (gate closers)?
26. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?
27. How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

Group Atmosphere

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words which describe the general impressions held by group members.

28. Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?
29. Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?
30. Do people seem involved and interested? Is the atmosphere one of work, play satisfaction, taking flight, sluggishness, etc.?

Membership

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which give clues to the degree and kind of membership.

31. Is there any sub-grouping? Some times two or three members may consistently agree and support each other or consistently disagree and oppose one another.
32. Do some people seem to be "outside" the group? Do some members seem to be "in"? How are those "outside" treated?
33. Do some members move in and out of the group, *e.g.*, lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

Feelings

During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

34. What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?
35. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

Norms

Standards or ground rules may develop in a group that control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviors *should* or *should not* take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.

36. Are certain areas avoided in the group (*e.g.*, sex, religion, talk about present feelings in group, discussing the leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?
37. Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?
38. Do you see norms operating about participation or the kinds of questions that are allowed (*e.g.*, "If I talk, you must talk"; "If I tell my problems you have to tell your problems")? Do members feel free to probe each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?

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INTRODUCTION TO THE STRUCTURED EXPERIENCES SECTION

In publishing these structured experiences, we assume that facilitators are natural innovators. They gather ideas or suggestions from many sources, but they usually adapt, restructure, redesign, supplement, or otherwise vary the materials they collect. Since structured experiences are almost infinite in their possible variations, they can easily be adapted to suit the needs of a particular group, the goals of a training design, or the special capabilities of the facilitator using them.

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The skill of the facilitator becomes especially crucial in the processing of the experience. If the structured experience is to be responsive to the needs of the participants, it must be adequately processed so that the participants are able to integrate their learning. Stress can result from inadequate discussion of reactions to the activity. This processing must be the responsibility of the facilitator. Therefore, he should select a particular activity on the basis of two criteria: his own competence and the needs of the participants.

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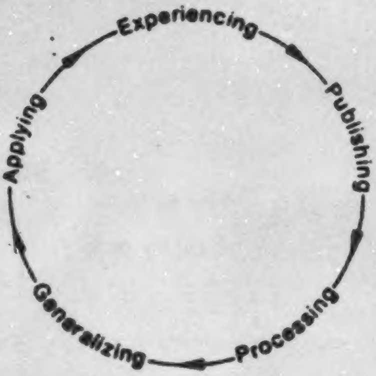
AN EXPERIENTIAL MODEL

The structured experiences in this volume are designed to implement an experiential model. The model is based on a cyclical learning process of five separate but interlocking procedures. As implied by the name of the model, the emphasis is on the *direct* experiences of the participant or learner—as opposed to the *vicarious* experiences garnered through didactic approaches.

The experiential model is also an *inductive* rather than a *deductive* process: The participant *discovers* for himself the learnings offered by the experiential process. His discovery may be facilitated by a leader, but, in the end, the participant finds and validates his own experience.

This is the "laboratory"—or experimental—approach to learning. It is based on the premise that experience precedes learning and that the learning, or meaning, to be derived from any experience comes from the learner himself. Any individual's experience is unique to himself; no one can tell him what he is to learn, or gain, from any activity. Probable learnings can, of course, be devised, but it us up to the participant to validate these for himself.

Five revolving steps are included in the experiential model.



Experiencing

The process usually starts with experiencing. The participant becomes involved in an activity; he *acts* or *behaves* in some way or he *does, performs, observes, sees, says* something. This initial experience is the basis for the entire process.

Publishing

Following the experience itself, it becomes important for the participant to share or "publish" his reactions and observations with others who have either experienced or observed the same activity.

Processing

Sharing one's reactions is only the first step. An essential—and often neglected—part of the cycle is the necessary integration of this sharing. The dynamics that emerged in the activity are explored, discussed, and evaluated (processed) with other participants.

Generalizing

Flowing logically from the processing step is the need to develop principles or extract generalizations from the experience. Stating learnings in this way can help participants further define, clarify, and elaborate them.

Applying

The final step in the cycle is to plan applications of the principles derived from the experience. The experiential process is not complete until a new learning or discovery is used and tested behaviorally. This is the "experimental" part of the experiential model. Applying, of course, becomes an experience in itself, and with new experience, the cycle begins again.

FAILURE OF STRUCTURED EXPERIENCES

Structured experiences can "fail." That is, they may not produce the predicted results, or they may produce unexpected results.

Usually, such failure occurs when the experiential model outlined is truncated or abbreviated or when it is inadequately implemented. Each step in the model is an essential part of the entire sequence; each needs sufficient attention to effect its full impact. As stated previously, inadequate processing is the most common cause of the failure of the model.

Unfortunately, failure on the part of any facilitator only increases the chances that other facilitators may encounter difficulty in their attempts to present a structured experience. If participants in a learning activity have previously had ineffective training experiences, it is likely that they will be more resistant to, and less inclined to involve themselves in, such experiences in the future.

Thus, the question of the "failure" of structured experiences becomes significant. Failure promotes subsequent failure. For this reason, we are stressing here the need for facilitators to confront the demands and requirements of the experiential model so that they—and their colleagues who follow them—may gather the rewards and benefits the model offers.

The implications of the model stress the necessity for adequate planning and sufficient time for each step. An appropriate structure is especially important for processing, generalizing, and applying. When handled with care, concern, and skill, the experiential approach is invaluable for group facilitators in the human relations training field.

TEAM-BUILDING

Anthony J. Reilly and John E. Jones

If a creature came from another planet to study earth civilization and returned to give a report, a "fair witness" about us would be, "They do almost everything in groups. They grow up in groups, learn in groups, play in groups, live in groups, and work in groups." Facilitators working in organizations understand that the basic building blocks of human systems are interdependent groups of people, or teams.

Some of the most exciting things about organization development (OD) are the many different, potentially useful activities and interventions that are available in this field. Many of these are oriented toward the individual working in the organization: career planning, one-to-one coaching and counseling, job enrichments, life planning. In this focus, the individual looks at himself in relation to his organization.

Another class of interventions, however—equally significant to an organization's growth—focuses on groups within the organization. This direction includes such activities as problem-solving at the group level, confrontation meetings, diagnostic meetings, and goal-setting sessions.

A TEAM EFFORT

Team-building—another intervention at the group level—is an activity that appeals particularly to group facilitators because of their intensive growth-group background and also because it generates considerable excitement among team members.

We, along with a number of other writers in the human relations field, contend that team-building activities represent the most important single class of OD interventions.

This paper considers team-building in depth: what it is, its goals, how it differs from other OD activities, the steps that have to be taken to assure that it is done well, specifics about conducting team-building sessions.

"Team," as it is used here, pertains to various kinds of groups. Most typically, it refers to intact, relatively permanent work groups, comprised of peers and their immediate supervisor. But there are other kinds of teams, which may be more temporary in nature, whose charter is to come together for the purpose of accomplishing a particular task. Committees, task-forces, "start-up" groups—each of these may be a team. For a group to function effectively as a team, several important elements must be present. (1) The group must have a charter or reason for working together; (2) members of the group must be interdependent—they need each other's experience, abilities, and commitment in order to arrive at mutual goals; (3) group members must be committed to the idea that working together as a group leads to more effective decisions than working in isolation; (4) the group must be accountable as a functioning unit within a larger organizational context.

In this light, team-building is seen as a vital part of an OD effort. It affords a work group the opportunity to assess its strengths, as well as those areas that need improvement and growth. A group's team-building effort has definite implications for the total effectiveness of the entire organization.

Team-Building Goals

Certain task and interpersonal issues impede a team's functioning. *Team-building aims at improving the problem-solving ability among team members* by working through these issues. This major goal includes a number of subgoals:

1. A better understanding of each team member's role in the work group;

2. A better understanding of the team's charter—its purpose and role in the total functioning of the organization;
3. Increased communication among team members about issues that affect the efficiency of the group;
4. Greater support among group members;
5. A clearer understanding of group process—the behavior and dynamics of any group that works closely together;
6. More effective ways of working through problems inherent to the team—at both task and interpersonal levels;
7. The ability to use conflict in a positive rather than a destructive way;
8. Greater collaboration among team members and the reduction of competition that is costly to individual, group, and organization;
9. A group's increased ability to work with other work groups in the organization;
10. A sense of interdependence among group members.

The final aim of team-building, then, is a more cohesive, mutually supportive, and trusting group that will have high expectations for task accomplishment and will, at the same time, respect individual differences in values, personalities, skills, and idiosyncratic behavior. Successful team-building should nurture individual potential.

Team-Building vs. Training and Skill-Building

The activities and norms developed in team-building sessions are different but complementary to those characteristic of management training and skill-building sessions. Concepts such as leadership styles, decision-making, communication patterns, motivation, competition, and morale are all relevant to the process of team development.

However, management training may encourage sameness rather than difference in individuals' approach to work and the organization. Instilling company values and philosophy into an individual's work personality does promote company loyalty. Nevertheless, we contend that such an approach can reach the point of diminishing returns; if it neglects the development of the individual employee, it will ultimately become costly to the organization (Reilly, 1973).

The Consultant's Role

The consultant working with a group in a team-building effort has a key task: "response-ability"—the skill of responding to the group and of intervening in the group's life in such a way as to facilitate its problem-solving capability. Thus the consultant's allegiance is to the entire group, not to the boss or to a particular clique within the team. This must be clear before the team-building venture begins. Of course, the consultant does not ignore the man in charge! Indeed, he may need special counsel from the consultant outside the formal team-building session. But, in order to function in the best way possible, the consultant must be his own person, free to respond equally to each team member.

We see the consultant's role in team-building as a "process" consultant rather than an "expert" consultant. It is his responsibility to develop the process awareness by which the team can take a meaningful look at itself, its functions, its method of working, and its goals for change.

The process consultant in team-building should help the group solve its own problems by making it aware of its own group process and the way that process affects the quality of the team's work. In other words, his aim is to work himself out of a job.

With this approach, the strength of the facilitator's influence in team-building is not obvious to either himself or to members of the team. Yet we find that the consultant's skills and values generally carry considerable weight in the work group's opinion. It is his responsibility to be aware of his own impact on the group.

The Role of Games and Simulations

Since the focus of team-building centers on real-life issues and concerns which the work group faces on a day-to-day basis, inventories, simulations, or structured experiences generally play a minor role in team-building sessions. They are best used when there is a need to generate data

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which the team uses to get a clearer understanding of its own process. Inventories such as *FIRO-B*, for example, may serve as excellent interventions to focus upon behaviors of group members. Or a structured experience aimed at discerning group-leadership functions may prove very helpful in uniting the group.

We find that an exercise or inventory can be especially useful in team-building sessions for the following purposes:

1. To help team members diagnose where they are as a group—what they do well or poorly;
2. To aid in the understanding of group members' communication patterns, decision-making approaches, and leadership styles;
3. To surface latent or hidden issues;
4. To focus an issue which the team understands but seems unable to investigate deeply;
5. To demonstrate specific techniques that group members can use to improve the quality of their time together.

However, using exercises and simulations in team-building sessions can have potential pitfalls. A group may spend valuable time working on issues unrelated to their day-to-day work as a group; or a facilitator may get caught up in the excitement which comes as a result of participating in simulations and inventories of an introspective type, even though such learnings are not the main objectives of team-building. The facilitator must be able to balance both the concerns of team-building and the learning needs of team members.

Issues

A number of issues are important in beginning a team-building effort. Since many facilitators approach team development from T-group and/or clinical backgrounds, it is worthwhile to consider some special concerns about working with intact groups.

Climate-Setting. Expectations about the differences in a group's way of working together at the completion of a team-building endeavor should be explored with the manager or supervisor of a group. In team-building, the overall objective is to improve the team's performance and satisfaction through looking at its process and resolving conflicting situations. The kind of climate or atmosphere established in the group is affected by the group's new behaviors: communicating candidly, confronting and dealing with issues, utilizing each group member's resourcefulness. Once a climate is created, it is important that it be supported and nourished.

It is critical that the consultant help the group leader understand the implications of the group's climate. For example, the supervisor may be accustomed to interacting with subordinates in an authoritarian manner. As a result, team members may harbor resentment towards him and also feel that they are underutilized in the group. If a norm of openness becomes established as the team-building progresses, chances are that the supervisor will get this feedback. Therefore, it is vital to the success of the sessions that the supervisor enter the activity with a good understanding of the implications of opening up communications within the group.

Establishing Expectations. By devoting special time to examining its own workings, a group generally raises its expectation of improvement. This is usually realistic. However, it is easy for group members to develop unrealistic expectations. They may assume that as a result of a three- or four-day meeting, their group will be cured of all its ills. Such a notion, if not dealt with, can lead to considerable strain for the consultant and can frustrate team members so that they lose confidence in the team-building process.

It is the consultant's job to help the group set realistic and attainable objectives for its session. At the end of the meetings, participants should be able to evaluate the extent to which they have accomplished their aims. It is important that group members take responsibility for what they accomplish as well as for what they fail to accomplish in their team-building session.

At the same time, the consultant must be aware of the degree of responsibility he is willing to assume for the group's working through its issues. It is foolish for a consultant to guarantee that a group's problems will be solved. Rather, the facilitator's contract is to help develop a process which gives members the potential to work through their own problems.

The self-fulfilling prophecy is apparent here: If the consultant and group members set high but realistic expectations for themselves, they often accomplish their goals; on the other hand, if they expect to accomplish little, chances are they will accomplish little.

One-Shot Efforts. Ideally, team-building is not a one-time experience. It can help a group develop to a higher level of functioning by strengthening group members' functional behaviors and deleting dysfunctional ones.

The effectiveness of most team-building efforts is increased if there is some follow-through after the initial sessions. This may be done formally by way of additional sessions or less formally by continuing to build upon norms developed during the initial session. In either case, the consultant should stress the need for continuity in the team—that together the group is involved in an on-going process. Such follow-up helps to insure that action steps are implemented to resolve the issues focused during the session. Also the group is able to reassess where it is and exactly how it is functioning differently as a result of its earlier experience.

As an isolated event, then, team-building decreases the learning potential for the group. It is most effectively carried out as part of a well-planned OD effort.

Systemic Effects. It is safe to assume that an intact group does not function independently of other work groups. What is done to one group more often than not affects the affairs of other groups. Team-building often does have systemic effects. For example, to go into an organization and work with one district within a region is likely to affect the entire region. Persons who have experienced successful team-building are apt to want to share their enthusiasm with colleagues from other districts. By establishing new norms of working together more effectively, a particular work group can have quite a significant impact on the lives of other groups. Similarly, if a group has an unsuccessful experience, the negative fallout may affect the entire system.

Inherent in team-building is a potential for change in specified areas. It is assumed that one team cannot change without affecting, at least indirectly, the functioning of other teams.

The consultant must be aware of the impact of his intervention on the immediate group with whom he works as well as on related groups in the organization. Such awareness can mean the difference between success and failure.

Task vs. Interpersonal Focus. Just as it is important for a consultant to have an understanding of the climate of the groups with which he works, so in team-building sessions it is vitally important for the consultant and his client groups to agree upon the kinds of issues around which the group focuses its efforts. Identifying needs and designing effective interventions through which the group can meet its needs are the consultant's prime tasks.

It is difficult, but extremely important, to consider the balance between task and interpersonal concerns prior to the team-building session. The consultant's job is to state his own biases and help the group define workable boundaries.

Some teams consciously decide not to work at an interpersonal level during a team-building session, while other teams decide to invest considerable energy at this level.

We have found it helpful to work those interpersonal conflicts which interfere with the group's accomplishment of its task goals. It may be desirable to negotiate a contract with the group to determine what data will be considered out of bounds. A group whose members have had intensive growth-group experience may profitably wrestle with issues concerning their feeling reactions to each other's behavior.

Touchy-Feely. Most individuals become members of work groups to meet goals other than intrapersonal or interpersonal development. Therefore, it is usually inappropriate for the facilitator to advocate such growth in a team-building session. It is particularly unwise, in our judgment, to use techniques commonly associated with "sensitivity training" with persons who must work together on a day-to-day basis.

Effective Problem-Solving

Process awareness is, to our mind, the essence of team-building. When it understands and monitors its own process, a group is better able to accomplish its tasks and to utilize the talents of

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group members. Each process dimension—such as sharing ideas in the group, making decisions, the feeling tone of the group, its morale—needs to be focused upon as the opportunity arises in the group.

Norms of trust and openness. As a result of their increased ability to confront what develops in a group, members often grow towards a greater sense of trust and openness with each other. "Trust" and "openness" are two of the softest terms used in all of human relations training—and two of the hardest dimensions to cultivate in a group of individuals who work closely together. But it is our contention that greater trust and openness provide a greater potential for group task accomplishment as well as for personal satisfaction.

Trust and openness also lead to a climate in which conflicts are seen as healthy and productive. Dealing with conflict in a direct and forthright manner energizes groups. People say what they want to other individuals and expect other individuals on the team to do the same.

Feedback. Effective team-building leads to more effective feedback to group members about their contributions to the work group. Individuals learn the value of being willing to give, solicit, and utilize feedback from their colleagues. This can lead not only to increased overall effectiveness for the group, but also to personal development and growth for team members.

Prelude to Intergroup Problem-Solving

Before two groups meet jointly to improve their "interface," it is vitally important that each team first experience team-building as an intact work group. Each group should have its own house in order before attempting to join other groups to explore mutual problems. This is not to say that a group should be functioning "perfectly." Rather, it means that group members should be able to listen effectively to one another and to approach problems straightforwardly.

Some of the variables that help pave the way for successful intergroup exchanges include being able to identify problems, to engage in feedback processes in a relatively nondefensive manner, to be authentic and not play the game of one-upmanship.

One of the most helpful and effective interventions in getting groups prepared for an intergroup meeting is an exercise commonly referred to as an organization mirror, or image exchange. Briefly, it is an exercise whereby each group writes down adjectives or phrases which describe its perceptions of itself and of the other group. Group members also predict the other group's perceptions of them as a group. These lists are generated by the two groups separately. The consultant may help each group prepare to accept and react to the feedback or exchange perceptions it is about to receive.

In our experience, Group A generally predicts that Group B sees it much more negatively than Group B actually does. Further, Group B often sees Group A more positively than Group A sees itself. Such discoveries quickly dispel a lot of ogres and nonproductive anxiety.

PREPARING FOR THE MEETING

It is important for the consultant to prepare participants for what will happen during the session. The sensing interview—which will be covered in more depth later in this paper—provides an opportunity for expectations to be clarified. The consultant can describe in general what the meeting will be about. Expectation gaps can be checked out and worked through if they exist. Participants usually want to know exactly what kind of interactions they can anticipate in the meeting. For the consultant to withhold responses to such legitimate inquiries can generate nonproductive anxiety.

Planning the Team-Building Session

Another relevant concern has to do with the physical environment surrounding the team-building session. At least two days of uninterrupted time away from the day-to-day work distractions are essential. Being away from the telephone and office interruptions can generate or free significant energy. It is also imperative that participants commit themselves to the entire team-building session. For several persons to come and go over the course of the event spells potential disaster for the experience. It almost goes without saying, of course, that the team leader must be present for the entire session.

Sensing

One of the best ways for a consultant to make certain that he at least partially understands an intact work group is to talk with each member before the team-building session. Face-to-face interviews, or "sensing," enable the facilitator to do a number of specific things in preparation for the team-building session (Jones, 1973).

First, sensing enables the consultant to gather diagnostic information about the group in its members' own words, information which is quite subjective, since it represents personal opinions. Secondly, sensing enables the consultant to clarify his own perceptions of how the team functions collectively. It serves as a supplement to other available sources of information about the group. And thirdly, sensing increases the psychological ownership of the information used in the team session, since it is generated by the actual group members.

We find the following guidelines helpful in conducting sensing interviews:

1. Sensing interviews should remain anonymous but not confidential. Since it is a frustrating experience for a consultant to receive confidential data that he cannot discuss in the session, we prefer to set an expectation of nonconfidentiality. Whatever information a team member shares with the interviewer becomes legitimate information for the session. We do, however, maintain anonymity. Thus, a team member can discuss a concern without his name being attached to it.
2. Only information which might realistically be dealt with over the course of the team-building session should be generated. To collect more data than can be processed may lead to false expectations and frustration.
3. Sensing is a rapport-building opportunity for the consultant. He has to make contact with each team member and vice-versa.
4. During the interview the consultant should be quite open about answering questions about the session, its objectives, format, flavor—whatever may be of importance to the individual participants.
5. It is vital that sensing data not be shared with participants before the session begins, even though it is sometimes tempting to confirm what one person has said through probing with another.
6. Taking notes during the interviews is helpful. By writing down verbatim a group member's response to a question, individual quotes can be used to substantiate general points during the session. Doing this increases ownership of the data for the team members.
7. It is important that persons being interviewed be told how the information that they share with the consultant is to be used. They may not ask directly, but they do want to know.

Sensing interviews are usually far more desirable than questionnaire-type surveys. The personal contact between consultant and participants can pave the way for an effective team-building session. The two approaches, sensing interviews and surveys, can be used together to good effect.

Preparing Data Feedback

Once sensing interviews are completed, it is the consultant's job to make some sense out of the data collected. He may note common themes, which become major categories for feedback to the group.

We find it useful to make a series of posters depicting the general themes of the data, including specific quotes, to make the data come alive. Posters may be made representing different categories of feedback: feedback for each team member; team members' perceptions of how the group makes decisions; and goal statements for the session. The exact nature of the posters depends upon the consultant's judgment of the group's level of readiness for working at a particular level. This reality should be kept in mind when designing the feedback session.

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Coaching the Team Leader

Of all the individuals participating in the team-building session, it is the supervisor (boss, chairman, leader, etc.) who probably has the most, potentially, to gain or to lose from the experience. Often it is he who suggests team-building. Making the proposal for a session is a significant intervention in a group's life. It is bound to cause group members to react, varying from enthusiastic support to indifference to overt resistance.

It is crucial that the supervisor be adequately prepared for the session, since it is he who is most likely to be a target of feedback in the team-building session. To help make this a growth experience for both the supervisor and his subordinates, the consultant should attend to several dimensions during the planning phase.

One guideline we firmly adhere to is that the consultant should never surprise the boss. Nothing can destroy trust faster than for the consultant to make a big intervention for which the supervisor is completely unprepared. For example, if the leader expects nothing but positive and supportive feedback in the session—however unrealistic this expectation may be—and the consultant confronts him with heavily negative feedback, one can well imagine the probable outcomes: hurt, defensiveness, disbelief, the feeling of being betrayed. To safeguard against this result, the consultant is wise to prepare the supervisor for the meeting.

However, the leader must not conclude, from this function of the consultant, that the consultant is "his man"—that the consultant's role is to protect him from the feedback of his team members. Rather, the consultant's job is to work for the entire group, not to be partial to any one individual or to any subgroup. The client is the team, not the supervisor. In an OD effort, the real client is the organization of which the team is a part.

The method used to prepare the supervisor depends upon who actually takes charge of and conducts the session, the supervisor or the consultant. Some consultants prefer for the supervisor to run the meeting. In this case, he must be given the results from the sensing interviews in enough detail so that he can present data to his group. The consultant, then, generally will serve as a process observer, encouraging the group to take a look at its methods of working during the session.

Another option is for the consultant to conduct the majority of the session. In this case, it is of utmost importance that he know exactly what is going on with the group and exactly what outcome he wants the group to reach at the end of the session. If he does not have this background or knowledge, it is better for the consultant to concentrate on functioning as a reactive observer to the group's behavior.

Our own preference takes both options into account. That is, we prefer that the supervisor conduct his own staff meeting, while we observe the process and assist the group in studying its own process. But we also structure into the session specific activities, aimed at clarifying problems and working through to solutions.

Regardless of the format followed, the supervisor should be encouraged to be open to feedback and not to be defensive. Group members pay close attention to his receptivity, and his behavior is powerful in setting expectations. It is necessary, too, that he be authentic, that he not fake, for example, being receptive when actually he is feeling defensive. The norm should be one of strategic openness (Pfeiffer & Jones, 1972).

THE MEETING ITSELF

Expectations

It is helpful to begin the opening session by talking about what is actually going to take place. There should be no big surprises for anyone. One effective way to begin is to have both group members and the consultant specify their expectations for the meeting. In this way expectation gaps can be dealt with early.

One strategy is to have members list specifically what they want to happen and what they do not want to happen. The consultant may ask, "What is the best thing that could happen here, and what is the worst thing?"

Publishing the Sensing Data

After obtaining expectations, the data gained from the sensing interviews should be published in some form. During the presentation it is important that the team not begin to process the data. Team members should, however, be encouraged to ask for clarification so that everybody understands what the data say.

Agenda-Setting

The group's next task is to set its agenda, focusing on the data at hand. This should be done within the time constraints of the meeting. If a group commits itself to a five-day agenda for a two-day meeting, the result can only be a frustrating experience.

Setting Priorities

Having an agenda to work on, problem areas should then be determined in order of priority. It is important that the group (especially if it is undergoing its first team-building experience) be encouraged to start with a problem that can be solved. Members can then experience a feeling of success and begin to feel that they are a part of a team that is pulling together.

Problem-Solving

We consider problem-solving to be a pervasive and cyclical phenomenon which occurs throughout the team-building process. To assure its effectiveness, we find two techniques, used between cycles, to be helpful. One is to have the group critique (or process) its own style in working each problem on the list of priorities. That is, the group works one round, processes its functioning, and then takes on another problem. Such an approach provides an opportunity for the group to improve its problem-solving effectiveness over the course of a work session. Members can reinforce each other for their helpful behaviors and work through or lessen their dysfunctional behaviors.

Another technique is to post charts. These may include points of view about a problem, solutions, and action decisions. Such an approach enables the group to monitor its own progress or lack thereof. The chart serves as public "minutes" of the meeting, including problem statements, solutions, deadlines, and persons responsible for implementing solutions.

Planning Follow-Up

The purpose of this phase of team-building is to assure that the work begun by the group does not die once the group ends its formal team-building session.

It is helpful to have the group summarize the work accomplished during the team-building session: to take stock of decisions made during the session, and to reiterate which people are responsible for implementing which decisions within specific time parameters.

Within a month following the session a follow-up meeting should be held so that group members can assess the degree to which they have carried out expectations and commitments made during the team session.

DYSFUNCTIONAL BEHAVIORS

During a team-building session it is likely that a consultant will have to assist a team in confronting dysfunctional team behaviors. Listed below are the commonly observed behaviors that tend to obstruct team development, including ways of coping with and working the behaviors in a productive way.

Saboteur

This is a person who engages in behaviors designed to destroy or significantly impair the progress made by the team. Examples: "Got'cha" behavior, "Wait until J.B. sees what you're up to," "Yes, but . . .," and "This will never work!"

Sniper

A person who takes cheap shots at group members (whether they are present or not) by throwing verbal or nonverbal "barbs" is likely to lessen the productivity of the group. For example, the "sniper" might say, "When we were talking about plant expansion, old J.B. (who always ignores such issues) made several points, all of which were roundly refuted."

Assistant Trainer

This is a team member who wants to demonstrate his awareness of group process by making interventions in order to "make points" with the consultant. He may make procedural suggestions

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to the point of being obnoxious. One of his favorite interventions is, "Don't tell me what you think, tell me how you feel!"

Denier

This person plays the "Who, me?" game. When confronted, he backs off immediately. He may also ask many questions to mask his statements or points of view, and he generally refuses to take a strong stand on a problem.

Quiet Member

Members may be quiet for innumerable reasons. It has been remarked about silence: "It is never misquoted, but it is often misinterpreted."

Anxious Member

He may engage in such counter-productive behaviors as smoothing over conflict, avoiding confrontation, doodling, "red-crossing" other members, and protecting the leader.

Dominator

Some team members simply take up too much air time. By talking too much, they control the group through their verbosity.

Side-Tracker

This person siphons off the group's energy by bringing up new concerns ("deflecting") rather than staying with the problem being worked. Under his influence, groups can rapidly generate an enormous list of superfluous issues and concerns and become oblivious to the problem at hand. The game he plays is generally something like, "Oh, yeah, and another thing . . . ."

Hand-Clasper

Legitimacy and safety can be borrowed by agreeing with other people. For example, this person says, "I go along with Tom when he says . . . ."

Polarizer

A person who points out differences among team members rather than helping them see sameness in the ownership of group problems can prevent the development of group cohesion. He is a person likely to have a predisposition toward seeing mutually exclusive points of view.

Attention-Seeker

This behavior is designed to cover the group member's anxiety by excessive joking, horsing-around, and drawing attention to himself. He may do this very subtly by using the personal pronoun "I" often. He may also be a person who describes many of his own experiences in an attempt to look good to other group members.

Clown

This person engages in disruptive behavior of a loud, boisterous type. He may set a tone of play rather than of problem-solving.

Confronting Dysfunctional Behaviors

The characters described briefly above have one common theme: Each inhibits and distracts the group from working at an optimal level.

In dealing with such dysfunctional roles, the consultant will find it helpful to follow three general steps.

1. He should draw attention to the dysfunctional behavior itself but avoid the trap of labeling or classifying the person as, for example, a "sniper" or a "hand-clasper." Such evaluative labeling only elicits defensiveness from the individual. Instead, the behavior that is getting in the group's way should be described.
2. The consultant should spell out what appear to be the specific dysfunctional effects of the behavior. This should not be done in a punitive fashion, but in a supportive, confrontive manner. Often the person distracting the group is unaware of the negative impact of his behavior. Sometimes he really wants to be making a contribution and does not know how to be an effective team member.
3. Alternative behaviors should be suggested which will lead to a more productive and satisfying climate for the disruptive person and his colleagues.

FACILITATOR INTERVENTIONS

Process Interventions

Centering around the on-going work of the group as it engages in problem-solving activities, process interventions include ones aimed at improving the team's task accomplishment as well as helping to build the group into a more cohesive unit.

Process interventions to heighten task accomplishment include the following examples:

- having the group translate an issue into a problem statement;
- observing that the group is attending to several problems simultaneously rather than sticking to one problem at a time;
- observing that a decision was made out of a "hearing-no-objections" norm and having the group deal with this posture;
- inviting the group to develop action plans related to a problem solution;
- suggesting that the group summarize what has been covered within a given problem-solving period;
- helping the group to monitor its own style, using its resources;
- using instruments, questionnaires, and ratings to assess the group's position on a particular topic.

Process interventions aimed at group maintenance or group building include the following examples:

- pointing out dysfunctional behaviors which keep the group from achieving a cohesive climate;
- encouraging group members to express feelings about decisions the group makes;
- encouraging group members to *respond* to one another's ideas and opinions verbally, whether in terms of agreement or disagreement;
- confronting behaviors that lead to defensiveness and lack of trust among group members, *e.g.*, evaluative feedback and hidden agendas;
- verbally reinforcing group-building behaviors such as gatekeeping, harmonizing, etc.

Structural Interventions

Another class of interventions is termed structural because it deals with the way group members are arranged physically as a group. Structural interventions include the following:

- having group members work privately—making notes to themselves, for example—before they discuss the topic jointly as a total group;
- having members pair off to interview each other about the problem;
- forming subgroups to explore the different aspects of the problem and then share their work with the remainder of the group;
- forming a group-on-group design, to enable an inner group to work independently of an outer group, which, in turn, gives process feedback to inner-group members.

FACILITATOR EFFECTIVENESS

The technology behind effective team-building is vitally important. Of greater importance, however, is the facilitator's own personal uniqueness. To become more complete as a facilitator means to become more complete as a person.

Managing one's own personal growth is an important precondition to effectiveness in facilitating team-building sessions. If a facilitator is aware of his own needs, biases, and fears, he is less likely to project these onto the groups with which he works. Consequently, he is able to concentrate on the needs of the group.

A consultant can increase his team-building skills by working with different kinds of groups. Seeking out experiences in various organizations, with different types of clients, can be a creative challenge for the facilitator.

It is important that, whenever feasible, two persons co-facilitate team-building sessions. Doing so serves as a source of perception checks for each facilitator. It also gives each the opportunity to support and enrich the personal and professional growth of the other.

Team-building is an exciting activity for the facilitator. Intervening in the life of work groups affords both challenges and opportunities for direct application of behavioral science concepts.

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YIN/YANG: A PERSPECTIVE ON THEORIES OF GROUP DEVELOPMENT

Anthony G. Banet, Jr.

All human groups are living and ever changing. Issues that were critical in the first session evaporate by the fourth session; the excitement of session three is followed by the ennui of session seven. Moods fluctuate, central concerns wax and wane. The group has a life of its own; its primary characteristic is movement. Groups, like individuals, are unique, but all groups share some similar attributes. These observations, made repeatedly by students of groups, are the bases for theories of group development—statements about the flow of group process over time.

The literature in the fields of group psychotherapy, group dynamics, organization development, and human relations training yields an abundance of theories of group development. Tuckman (1965) reviews sixty-two theories; Hill (1973), once a connoisseur of group theories, states that he ended his hobby when his collection numbered over one hundred specimens. Although theories abound and spring from various observational data, underlying similarities can be discerned.

Three different models of group development emerge: the *linear* model, which regards change as a progressive, straight-line function over time; the *helical* (spiral) model, which sees change as a regressive, whirlpool movement from surface to core issues; and the *cyclical* model, which views change as an interplay of yin and yang energy forces. Approaches to a potential integration of these models are here suggested.

FUNCTIONS OF GROUP-DEVELOPMENT THEORIES

Theories of group development serve descriptive and predictive functions. For the group practitioner, the theory also provides a framework for interventions.

On a descriptive level, developmental theory permits the observer to organize his perceptions. During a given slice of group life, verbal behavior, the interaction pattern, emotional climate, or type of content can be characterized and measured. Whatever the observational base, descriptions of group phenomena in a given session can be compared and contrasted with those from a past or future session.

Used predictively, developmental theory enables the observer to forecast the group's future process. The theory describes what *should* be happening, at least under ideal conditions, so that objectives can be set. The predictive aspect offers comfort to the group practitioner: events will not always be as conflicted or sluggish as they appear to be in a given session.

A particular theory also provides the group leader with cues for specific interventions. The leader may want to accelerate the process, slow it down, or freeze or focus it to insure that a group does not avoid or ignore opportunities for learning. Equipped with theory, the leader may plan or design interventions intended to surface and clarify process issues that he regards as important. Developmental theory is a particularly helpful guide to amplifying issues that groups frequently find troublesome: dependency, authority, conflict, power, and intimacy.

Content, Process, and Structure

In a group-development theory, the content, process, and structure of a group are closely interrelated. Content, *what* is being said, verbally and nonverbally, is determined by the group's task, whether it is to make decisions, overcome resistances to growth, or experiment with new behavior. Process refers to *how* a group behaves; process elements include events happening inside individual members, group-level phenomena such as norm development, and contextual (past history, back-home) variables. In the life of a group, content and process are always happening, but the visibility of the process is a function of group structure.

Structure serves as a valve to control the flow of energy between process and content. The structure of the group, which includes such elements as the leader's attitude toward the group and the theory he espouses, determines the extent to which content and process are allowed to interrelate and to influence each other. Structure also includes the group's objectives, the contract between the leader and the group, and the ground rules to which the group subscribes. To a lesser extent, structure also refers to the physical environment in which the group lives.

Group structure can be tight and rigid, permitting no process elements to become part of the group's agenda, or it can be so loose that the process becomes the content, as in a T-group. To some extent, the profusion of group-development theories is a result of the variety of group structures. A loose structure may allow fifteen phases of process to surface; a tight structure, only one or two.

The group's structure enables the practitioner to place a selective value on specific process elements and to make decisions regarding the focus of the group. Each intervention becomes a creative decision to enrich the ongoing content with relevant process phenomena. Too much or too little attention to process endangers the group's task function—its reason for being.

At present, no single theory of group development adequately accounts for all group phenomena reported by observers. Events that are commonplace in a Tavistock conference, for instance, may never surface in a team-building session. Individual "implosions" occur in a Gestalt workshop, but rarely in a communication-skills laboratory. Some groups spend half their life working authority issues; others focus on the issue for only minutes before moving on to long periods of affection and intimacy.

These discrepancies seem attributable to the power of a theory of group development to "make it happen"; that is, the theory, as an observational tool, impacts what is being observed. As Butkovich et al. (1975) state in a recent study, there is a strong "possibility that the group leader's theoretical orientation, as it is reflected in his interpretations and behavior, is causally related to the very group behavior being interpreted" (p. 9).

This contamination by the observer of what is being observed is prevalent in all applied behavioral science. Contamination does not discredit a theory but serves to remind us that "truth" is always filtered through a human observer with built-in biases and distortions. However, contamination does raise the difficult methodological issue that some process elements (transference, for example) may in truth be artifacts of the observational tool employed. What is reported as a group-process event may exist, instead, only in the minds of the intervener. As Lundgren (1971) has demonstrated, the pace and pattern of group process, as well as specific group phenomena, are directly related to the intervention stance prescribed by the leader's theory of group development. Therefore, a primary problem in the study of group development theories is distinguishing between the observer and the data.

Another factor accounting for a less-than-comprehensive theory is that different developmental theories focus on different elements of group process. Theories described here as employing a *linear* model focus on group elements of process: the interaction system, group emotion, then normative system, group culture, and the executive system. The linear model views process as progressive. The *helical* model focuses on contextual elements: transferential, past history aspects of process, including physical and social contacts, emotional and contractual relations, and the

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individual's attitudes toward authority and control. The helical model views process as regressive. The *cyclical* model focuses and amplifies those process elements contributed by the indivdual member: behavior style; personal feeling state; internalized norms, beliefs, and values; and the ego of the individual. The cyclical model views process as a transcendence of polarities. These elements of process are discussed more fully by Banet (1974).

THE LINEAR MODEL

The group process is viewed by the linear model as an orderly, sequential, progressive movement over time, a straight-line function that passes through predictable phases or stages of growth, paralleling individual growth from conception to maturity. In the linear model, the group is a temporary, intentional community of workers or learners who have banded together to reach some goal. The community life of the group has a definite beginning, middle, and end.

The actual number of phases seen by linear theorists varies considerably, from two (Bennis & Shepherd, 1956) or three phases (Schutz, 1973; Kaplan & Roman, 1963) to ten (Cohen & Smith, 1976) to fifteen (Rogers, 1970). Despite this range of stages, theories embracing the linear model share many similarities. Two representative theories are discussed here: Schutz's theory of interpersonal needs (Schutz, 1967, 1973) and Tuckman's developmental sequence (Tuckman, 1965).

Schutz's Theory

For Schutz, the initial stage of development for the group is the *inclusion* phase. Major inclusion issues revolve around boundaries, building trust and commitment, determining who is a member and who is not, and maintaining individuality while simultaneously being a group member. Group members are motivated by fear, curiosity, excitement, and the need to include or to be included.

As inclusion issues become resolved, the group moves into a *control* phase, in which concerns of power, dominance, authority, and responsibility are prominent. Feelings of anger, helplessness, and incompetency motivate members to deal with personal power, the authority of the leader, and the influence of other group members. This middle phase is critical for all linear models—it is a period in which the group either disintegrates or becomes cohesive. It is a turning point in the life of the group; if the control phase is avoided, denied, or ignored, group development is retarded.

Following the middle phase is a concluding period of *affection*, cohesion, and intimacy. Major issues are (1) how close or how distant group members want to be with each other, (2) giving and receiving warmth, and (3) how much sharing and disclosure is productive and appropriate. When this phase moves toward conclusion, the life of the group begins to terminate. For Schutz, termination involves a reversal of the stages: affectional relations are ended first, then control relations, and finally inclusion.

Tuckman's Sequence

Having reviewed many theories, Tuckman (1965) postulates that the first stage of group life is one of *testing and dependence*. The group orients itself to group living, testing which behaviors are acceptable and which are taboo. Much attention is focused on the group leader, as group members grope to define their task and their boundaries.

Stage two is a period of *intragroup conflict*. Issues of power and competition dominate group life; the mood of the group is highly emotional and rebellious.

When conflict issues are settled, stage three—*group cohesion*—emerges. In the third stage of group life, openness, positive feedback, and expressions of affection are characteristic.

Stage four is described as a period of *functional role-relatedness*. It is a work stage, characterized by a minimum of emotional interaction. The atmosphere of the group encourages and supports task completion; obstacles have been removed in previous stages. When the group completes its task, it terminates.

Tuckman succinctly describes his four phases of group life as "forming, storming, norming, and performing."

Characteristics of the Linear Model

The group elements of process—the interpersonal communications network of the community of learners—are the focus of the linear model. While linear theories recognize that all group members may not be in the same psychological place at the same time, the theories assert that certain critical "barometric events" (Bennis & Shepherd, 1956) bring individual members to a similar awareness; thus, *in general,* the members of a group can be regarded as being in a given phase at a given time. The model implies that all groups, regardless of size or task, deal with the same issues in the same sequence.

The intervention style derived from the linear model emphasizes building awareness of the phases of development, amplifying issues specific to a given phase, and preventing premature movement. In fact, a major concern of interventionists using the linear model is that members will tend to deny the existence of the difficult middle phase (power, control, conflict) in their eagerness to get to a cohesive, affectionate state.

The linear model enjoys broad usage. Many theories describing task groups, social systems, and work teams incorporate the linear view; for Schutz, the phases are most visible in the encounter group (Schutz, 1973). In part, the popularity of the linear model is due to its compatibility with the usual way of regarding personality development: in many such theories, the individual passes through phases until maturity is reached. See, for example, Erikson (1963) and Kohlberg (1964).

Several shortcomings of the linear model should be noted. As Hare (1973) comments, the assumption that a group moves from phase to phase needs further documentation, since linear theorists typically do not discuss the *process* of development in any detail; rather, they simply observe that one phase follows another. The model does not clarify how this sequencing happens, nor does it explain why one group may remain in a given phase for six months, while another passes that stage in three weeks.

The linear model reflects a world view that is peculiar to Western culture. Referring to the linear model as a "staircase" model, Kahn et al. (1974) list some important consequences of viewing development as a progressive, ever-upward moving line: such an attitude suggests that permanence is the only good, and that the top of the line is the only spot worth attaining. As Kahn and his associates see it, the linear model encourages judgment and categorization, rather than acceptance and experiencing, and focuses a group on future events, rather than on the present. In short, the linear model suggests that the destination is more valuable and important than the journey to it.

Theories using the linear model receive a fuller discussion in Bennis and Shepherd (1956), Charrier (1974), Cohen and Smith (1976), Gibbard, Hartman, and Mann (1974), Hare (1973), Jones (1973), Kaplan and Roman (1963), Rogers (1970), Schutz (1973), and Tuckman (1965).

THE HELICAL MODEL

The helical model of group development views the group process as a regressive, spiraling, ever-deepening focus on a few prominent issues peculiar to a given group. The themes and issues worked in the group follow no particular order; once a theme is surfaced, however, it will develop in a fairly predictable pattern, from its surface aspect to its deepest level of significance. Group process moves in a whirlpool fashion; it gains momentum and suctional power as it burrows deeper and deeper.

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The group is perceived as a metaphoric tribe which comes together to achieve security, physical safety, and support in times of stress. The group also provides members an opportunity to gain selfhood and significance (Klein, 1968).

At its inception, the group begins a regression away from its obvious, manifest level, down to its latent or hidden meaning. The group acquires allegorical and mythological meaning for its members (Dunphy, 1968); it may begin to recapitulate the dynamics of a primal horde (Ezriel, 1950), a primitive family, or a religious group. In other views, the group is seen as a microcosm (Slater, 1966), a re-enactment of the Oedipal conflict (Gibbard & Hartman, 1973), or the "good breast" of a nuturing mother (Scheidlinger, 1974). This regression to allegorical levels is encouraged by the structure of the group, especially the posture of the leader, in the belief that by reliving past events, a "corrective emotional experience" (Alexander, 1956) will occur, enabling the group and its members to gain a fresh perspective of self and to achieve perceptual and behavioral reorganization.

The group dwells in this regressive space for some period of time. Only after core issues such as dependency, autonomy, aggression, and sexuality are resolved does the group emerge from the depths of the whirlpool to work on present problems and solutions. During the regressive period, the group's process is erratic and disconnected, marked by conflict and motivated by strong, primitive emotionality. The group process re-enacts the turmoil and stress of childhood and adolescence: the flow is choppy and is frequently interrupted by new issues. In its regression, the group develops a cohesion (usually motivated by antagonism toward the leader) and takes on the characteristics of an organism that is in some ways greater than the sum of its parts.

Bion's Theory

Bion (1959) is the principal theorist of the helical model. His central notion is that in every group, two "groups" are actually present: the *work* group and the *basic-assumption* group. The work group is that aspect of group functioning that has to do with the real task of the group. For example, designing a program, passing a resolution, completing a report, or changing behavior are real tasks. But groups do not always function sensibly or productively—they do not always focus on the task. To explain why groups do not always work well, Bion introduced the notion of the basic-assumption group.

Basic assumption is an "as if" term. The group behaves *as if* a certain assumption is basic to its maintenance, growth, and survival. These basic assumptions are covert; they constitute the group's hidden agenda. The basic assumptions derive from the collective repressed feelings of all the group members.

From his experiences in groups, Bion identifies three distinct types of basic assumptions:

1. *Basic-assumption dependency.* The essential aim of this emotional state is to attain security and protection from one individual, usually the leader. The group behaves as if it is stupid, incompetent or psychotic; only a powerful, omniscient, God-like leader can perform the task functions. When the leader fails to meet the (impossible) demands of the group, it expresses its disappointment and hostility in a variety of ways.

2. *Basic-assumption fight-flight.* Here, the group assumes it can survive only if it flees from the task (by withdrawal, regression, or focusing on past history) or if it fights (by aggression, scapegoating, etc.). A leader who is accepted is one who is willing to afford the group an opportunity for flight or aggression.

3. *Basic-assumption pairing.* In this state the basic assumption is that the group has come together for reproductive purposes. Any bond between two or more group members is seen as a sexual bond that will give birth to a Messiah who will save the group by providing it with new life, new thoughts, and a creative way to work on the task. Magic is the solution that is hoped for.

Turquet (1974) has added a fourth type of basic assumption—*basic-assumption oneness*, in which the group seeks to join in a powerful union with an omnipotent force, unobtainably exalted, to surrender itself to passive participation, and thereby to feel "existence," well-being, and wholeness.

The basic-assumption life of the group is oriented inward toward fantasy, not outward toward reality. The basic assumptions are anonymous; they cannot be attributed to any one member. Individuals vary in their readiness (which Bion calls "valency") to combine with a given basic assumption of the group. Some members, as well as the leader, may find it easier to collude with dependency themes, others with flight reactions, etc.

The work group requires concentration, skill, and organization of all resources in the group, as well as cooperation from its members. The basic-assumption group, on the other hand, exists without effort. A group will stay locked into its basic assumptions until some resolution is reached that permits the group to move on to a work level. The basic-assumption life of the group is never exhausted, but it can be deliberately bracketed or suppressed.

An excellent introduction to Bion's theory is provided by Rioch (1970); Colman and Bexton (1975) present extensions and applications of the basic-assumption approach.

Characteristics of the Helical Model

Providing the theoretical basis for many kinds of psychotherapy groups, the helical model has as a major strength its thoroughness in dealing with difficult issues and its unwavering belief that "the child is father to the man." The model attempts to provide group members with an opportunity to reorganize their current personality patterns by correcting the errors of the past. Like the linear model, which avoids the present moment by focusing on the future, the helical model avoids the now, but by focusing on the past. It stresses the belief that the past has much to teach us; we cannot confidently move on until we have digested its lessons. As Santayana said, "Those who do not remember the mistakes of history are condemned to repeat them."

Additionally, the model provides the group with an opportunity to confront the uncomfortable realities of life: pain, suffering, tragedy, and death. Through its focus on history, the model counterbalances the optimism and the idea of progress implicit in the linear model.

The helical model prescribes a central role for the group leader, who functions in the group not as a person but as a role—a role that encourages projection and regression. The coolness and distance of the leader quickly elicit basic-assumption behavior. As the group intensifies, the leader interprets, confronts, and weaves connections between present behavior and past experience, in an effort to make the unconscious conscious.

The intervention stance of helical-model theories focuses on contextual aspects of group process. Past history, emotional relations outside the group, and the individual member's position in relation to authority, responsibility, and control provide the primary process data for the group's considerations.

The leader's central role is a critical shortcoming of helical-model theories. The leader seems constantly to be saying to the group, "I see something you don't see." This posture creates dependency on the perceptual accuracy of the leader and his skill in surfacing and working with unconscious material. This dependency carries the implication that group work is a long-term investment for the group member.

Personality theories that stress the importance of early childhood experience—psychoanalysis, ego psychology, general psychodynamic theory, and transactional analysis—are compatible with the helical model of change.

Group theories using the helical model can be found in Bion (1959), Burrow (1928), Ezriel (1950), Foulkes and Anthony (1957), Gibbard and Hartman (1973), Saravay (1975), Scheidlinger (1974), Slater (1966), Slavson (1950), Whitaker and Lieberman (1967). For the most part, the psychotherapy group has provided the observational base for these theories.

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THE CYCLICAL MODEL

The group process is in constant motion, never at rest, in the cyclical model. The process is continuous and persistent; like the phases of the moon and tides, the seasons, and other natural phenomena, the group life moves through a cycle until it returns, with subtle alterations, to its starting point.

In the cyclical model, the group is a collection of individuals who have gathered together to divine the principle of change that governs their lives and to discover a way to order their behavior in accordance with that principle. The group is less a community than it is a theater—an energy field where individual growth and change unfolds.

No current theory of group development directly defines the cyclical model of change. However, the cyclical model is implied in the practice of those groups that focus on personal, individual change within the group context. The model provides a basis for understanding the Gestalt group and other groups that stress intrapersonal learning.

Philosophical Aspects

Because the cyclical model is not as well known as the linear and helical models, a discussion of its philosophical aspects is provided here. We live in a world of permanent change, where all phenomena are dynamic and in flux. This observation dates back at least to 500 B.C., when Heraclitus in Greece and Confucius in China compared the constant movement of experience to the everchanging flow of a river.

The dynamism of experience has met different responses in Eastern and Western thought. Western thinkers have tended to abstract from experience, "freezing" phenomena so that they can be subjected to scientific investigation. Hence, change tends to be seen in a linear mode, a static progression from phase to phase.

In contrast, the Eastern mode has been to acknowledge the flow of experience and to search for the law of change, itself unchanging, which governs this flow. The name given to this governing principle is *Tao*. *Tao* is one; out of *Tao* comes the energy of yin, the receptive principle, and yang, the active principle. Change is viewed as natural movement and development, in accord with *Tao*. The opposite of change is regression; as H. Wilhelm (1960) puts it, "the opposite of change in Chinese thought is growth of what ought to decrease, the downfall of what ought to rule" (p. 16).

Tao defies definition, as Chung-yuan (1963) states: "The understanding of *Tao* is an inner experience in which distinction between subject and object vanishes. It is an intuitive, immediate awareness rather than a mediated, inferential or intellectual process" (p. 19). The *Tao* is the way, the ultimate principle, the great interfusion of being and nonbeing. Despite this ineffability, the yin/yang energy flowing from *Tao* has acquired highly practical embodiments in Chinese culture: acupuncture, T'ai Chi and other martial arts, centering, calligraphy—all are manifestations of and approaches to *Tao*.

The *I Ching*

Perhaps the most eloquent description of the interplay of yin/yang energy is in the ancient oracle and scripture, the *I Ching*. The *I Ching*, or Book of Changes, applies this concept of change to human phenomena—individual lives, groups, and organizations. It proposes a cyclical theory of change, change as a movement that returns to its starting point. Change is orderly, as is the movement of the tides or the seasons, but its orderliness is not always perceptible. In human situations, the forces of yin and yang produce complex configurations. As a book of wisdom, the *I Ching* invites its user to pursue *Tao*, a state of resonance with the Oneness of actuality (Dhiegh, 1974), by discovering the proper time for correct action.

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The *I Ching* has as its basis the two fundamental principles of *yin*, characterized as the receptive and the docile and symbolized by the broken line (— —), and *yang*, characterized as the creative and active and symbolized by an unbroken line (——). In sets of three, the broken and unbroken lines compose the eight *pa kua* (trigrams), signs associated with natural phenomena and basic aspects of human experience.

Combined in all possible ways, the eight *pa kua* produce sixty-four six-line *kua* (hexagrams) which symbolize various elementary aspects of the human condition: primary needs, such as nourishment; personality-development milestones, such as breakthrough, pushing upward, or retreat; social situations, such as marriage, following, conflict, and individual character traits, such as modesty, grace, and enthusiasm. The sixty-four hexagrams comprise a psychological "periodic table of elements" from which immediate, here-and-now situations are composed.

The eight *pa kua* provide descriptions of the basic polarities of life:

1. Ch'ien (☰), the creative, heaven. The sign is associated with energy, strength, and excitement. It represents the pole of creative power.
2. K'un (☷), the receptive, earth, is associated with the womb, nourishment, the great wagon of the earth that carries all life. It represents the pole of yielding, docile receptivity.
3. Chen (☳), the arousing, thunder. It is associated with movement, speed, expansion, and anger. In terms of human polarities, the sign represents confrontation.
4. Sun (☴), the gentle, penetrating wind. It is associated with gentle persuasion, quiet decision making, and problem solving. The sign represents the pole of support.
5. K'an (☵), the abysmal, water. It is associated with toil, hard work, danger, perseverance, and melancholy. It represents the pole of body and feeling.
6. Li (☲), the clinging, fire. It is associated with dependency, but also with clarity and perception. It represents the pole of intellect and thought.
7. Ken (☶), keeping still, the mountain. It is associated with fidelity, meditation, watchfulness. It represents the pole of reflective silence.
8. Tui (☱), the joyous, lake. The sign is associated with the pleasures of the mouth —eating, talking, singing. It represents the pole of joyful interaction.

The eight pa kua are arranged in a circle of polar opposites known as the "primal arrangement," or the "mandala of earlier heaven." (See Figure 1.)

Implications for a Theory of Group Process

The philosophy of *Tao* and the forces of yin and yang as presented in the *I Ching* have implications for a theory of group process.

1. The group can be viewed as an energy field demarcated by the basic polarities, as in Figure 1. In each member, and in the group as a whole, there is tension between the apparent choices of creative-receptive, confrontation-support, intellect-feeling, and interaction-silence.

2. Initially, group members attempt to deal with their process by adhering to polar positions. This is an attempt to "freeze" movement, deny change, or place values on the respective polar opposites.

3. Group process proceeds as the group develops awareness of its polarized situation. This awareness leads to a struggle to find creative ways to resolve the interplay of yin and yang forces. Paradoxically, this creative struggle develops two new aspects of group life: the appreciation of the now, and the potential to transcend the polarized field of apparent opposites.

4. The group process is analogous to a roller-coaster ride (Kahn et al., 1974). Energy waxes and wanes; it never stops. The process goes up and down; moments of group life are different from

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one another, but not better or worse, immature or more mature. As Kahn et al. (1974) suggest, "at any given moment things are as good and important and worth attending to as they are ever going to be. [The model] urges us to attend to the here-and-now because no future here-and-now is going to be any better, just different" (pp. 43-44). Focus on the now (now-consciousness) is the dynamic unification of past and future in the present moment (Dhiegh, 1974).

5. The group members, by focusing on the now, begin to test synergistic strategies to deal with the apparent polar opposites. Synergy, as defined by Hampden-Turner (1970), refers to "a state of mutual enhancement" between two opposites, an affective and intellectual synthesis that is greater than the sum of its parts.

Synergy allows the group and its members to free themselves from either/or thinking. Synergy is neither compromise nor striving for a "golden mean"; it is a creative combination (conception of a human being from egg and sperm is the highest form of synergy) of opposites to produce something new. Synergy, in the words of Harris (1972), involves grasping a paradox and holding it in creative tension.

6. Groups are unique and idiosyncratic. Each group presents opportunities for growth. Polarities, which are critical issues for some groups or some group members, are nonissues for others. Resolutions or synergistic combinations of polarities will vary from person to person, from group to group.

The cycle of group process follows this course: (1) a struggle to deny change by clinging to polarities, resolved by (2) appreciation of the now and the discovery of the governing principle of change, allowing (3) attempts at synergy to transcend or mutually enhance the polar opposites, followed by (4) the product of the synergy becoming a new pole, awaiting a new struggle to "freeze" change, thereby completing the cycle. The cycle is a dialectic process, subtly changing while remaining much the same.

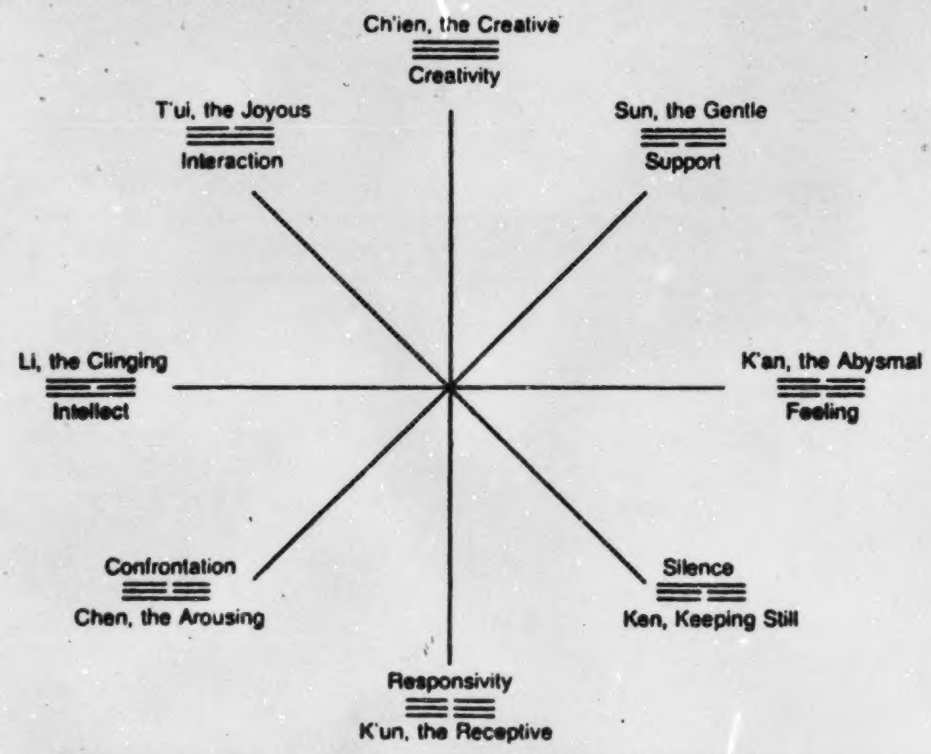

Figure 1. The *Pa Kua* Arranged as Basic Polarities, the "Primal Arrangement," or the "Mandala of Earlier Heaven"

Characteristics of the Cyclical Model

The intervention stance of the cyclical model focuses on individual-member elements. The major strategy is to amplify minute physical or verbal events so that an appreciation of now and an awareness of polarity can occur. It focuses on the individual's cycle of "becoming, begetting, begoning" (Dhiegh, 1974); as in a theater, only one member or a small cluster of members "perform" at a given time.

The model links human events with other natural phenomena and teaches the ancient philosophy of *Tao*, which aims for personal centeredness and integrity in a world of turmoil and conflict. Central to the cyclical model derived from *I Ching* is the idea that man is in the center of events: it is the individual's responsibility to know the direction of cosmic change and to move in the direction of change, not against it (H. Wilhelm, 1960). The intervention stance reflects this: the group leader provides a constant focus on the individual's responsibility to "own" his change process.

Discussion of the cyclical model of change can be found in Dhiegh (1973, 1974), Fuller (1975), Kahn et al. (1974), and H. Wilhelm (1960). Personality-development theories that imply a cyclical model of change are presented by Allport (1955), Hampden-Turner (1971), and Polster and Polster (1973).

TOWARD INTEGRATION

Cardinal aspects of the three models of change are summarized in Table 1. The models and theories that contain them are attempts to understand what happens in human groups. The observational bases of the models differ. (The table provides an illusfration of the old Sufi story of the blind men and the elephant. Each man touched a different part of the beast and concluded that the elephant was like a rug, or a hose, or a pillar.) Questions arise: Can there be one theory of group process? Is integration possible? How can the group practitioner use this abundance of theoretical formulation?

As one option, an integrated theory would offer several benefits. Reducing the profusion of terms would heighten conceptual clarity; a comprehensive view would enable a group to capitalize on all or most of the data it produces. Sharing of techniques derived from different theories would broaden and enrich the practitioner's intervention repertoire.

Some solid attempts at integration have been made. Schutz, although espousing a linear model, has incorporated some cyclical aspects in his interpersonal-needs approach: as a group concludes its movement through stages of inclusion, control, and affection, it recycles and begins working the same issues, but on a different level of intensity and meaning (Schutz, 1973). Kaplan and Roman (1963) postulate that a helical regression occurs before a group enters its linear phases of dependency, power, and intimacy. Bennis and Shepherd (1956) employ a synergistic union of polarities in their initial authority-relations phase, in which dependence and counterdependence themes collide, to be resolved by the emergence of an independence theme. Butkovich and his associates (1975) report a combination of approaches derived from the linear and helical models to understand T-groups and Tavistock groups.

These partial integrations have proved useful in group work, providing insights for the understanding of group phenomena. They do not account sufficiently for the influence of the individual on the group process. Linear and helical models deal primarily with the group; the cyclical model, with the individual. That hybrid creature, the individual-in-the-group, provides the central dilemma for an integrated model.

Eclecticism, a time-honored system in the practical arts, provides another option. Most of us live with a pastiche of conflicting viewpoints and choose, as the situation demands, the one that seems most useful at the moment. We may believe, on an intellectual level, that a chair is a moving collection of molecules, but we expect it to be solid when we sit down. Alas, the theory that simultaneously meets the needs of our head and our behind is a rarity indeed.

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Table 1. A Summary of the Characteristics of the Linear, Helical, and Cyclical Models of Change

	GROUP MODEL		
Characteristic	**Linear**	**Helical**	**Cyclical**
Group Movement	Progressive	Regressive	Cyclical
Group Metaphor	Community	Tribe	Theater
Time Focus	Future	Past	Now
Goal	Completion	Corrective Emotional Experience	Synergy
Tension Source	Desire to Improve	Desire to Understand	Desire to Transcend
Intervention Focus	Group Elements	Contextual Elements	Individual Elements
Observation Base	Interpersonal	Historical	Intrapersonal
Representative Theory	Schutz	Bion	*I Ching*
Personality Theory Correlated with Model	Erickson	Freud	Hampden-Turner
Strength	Easy to Understand	Comprehensive	Nature-Based
Drawback	Static	Dependency on Group Leader	Paradoxical
Usual Application	Encounter Groups, Task Groups, Social Systems	Many Psychotherapy Groups	Gestalt Groups, Personal Growth Groups

Eclecticism permits the practitioner to respond to a critical incident in the group by reviewing the objectives of the group and the needs of the members and then selecting the intervention from a theory base that seems most productive for learning. The eclectic stance permits the practitioner to shape his own theory and allows the leader to be present both as a person and a role.

A possible, unfortunate side effect of an eclectic approach is a choppy, uneven flow in the group process. Groups seen through a Tavistock viewpoint in one session, a Gestalt in a second, and an interpersonal-needs theory in the third session can become confused and unproductive.

Scaffold for an Integrated Theory

The following propositions sketch the elements of an integrated model and constitute a first attempt to collate the salient features of several theories. The propositions have as a data base the author's observations of phenomena in psychotherapy, growth, and task groups, as well as the observations and findings of other investigators of group behavior.

The integrated model posits a series of dialectic confrontations, which occur within group members and within the group as a whole. The dialectic consists of interplay between the constructs of yin and yang, viewed as energies in polar opposition to the potential for synergistic fusion.[1] The series of polar confrontations occurs within phases, similar to those described by Tuckman (1965) as "forming, storming, norming, performing." These phases repeat themselves in a spiraling fashion, until some degree of wholeness or integration is reached, or until the group artifically terminates or abandons its task.

The ancient Chinese scripture The Secret of the Golden Flower (R. Wilhelm, 1962) describes a similar intrapersonal dialectic as an individual moves toward enlightment. This text and Jung's commentary detail a circular movement in which the union of opposites occurs repeatedly until a higher state of consciousness is reached. The cyclical movement continues until all disparate body and human events are integrated (by transcendence or death) into the oneness of Tao.[2]

In this integrated model, the confrontation of polarities occurring within individuals is seen as impacting the group constellation as well. The group is not only a theater in which individuals struggle to deal with change; it is also an event in itself that develops and attempts to integrate its energy sources.

The group, as its etymology indicates, is a knot composed of many threads, stronger and more complex than its components.

Appended to the group process propositions are references to I Ching kua that illuminate the dynamics of a particular phase. The I Ching serves remarkably well as a guidebook for both the gorup leader and the group members as they collectively pursue their task. The richness of the I Ching's wisdom applied to group work can only be suggested here, but the text of the eighth kua, "Holding Together," may serve to illustrate the advice it offers for beginning groups.

> 8. Pt. Holding Together (Union)
> The Judgement
> Holding together brings good fortune
> Inquire of the oracle once again
> Whether you possess sublimity
>   constancy and perserverance;
> Then there is no blame
> Those who are uncertain gradually join.
> Whoever comes too late
> Meets with misfortune
>
> What is required is that we unite with others, in order that all complement and aid one another through holding together. But such holding together calls for a central figure around whom other persons may unite. To become a center figure person may unite. To become a center of influence holding people together is a grave matter and fraught with grave responsibility. It requires greatness of spirit, consistency and strength. Therefore, let him who wishes to gather others about him ask himself whether he is equal to the undertaking, for anyone attempting the task without a real calling for it only makes confusion worse than if no union at all had taken place.
>
> But when there is a real rallying point, those who at first are hesitant or uncertain gradually come in of their own accord. Late-comers must suffer the consequences, for in holding together the question of the right time is also important. Relationships are formed and firmly established according to definite inner laws. Common experiences stregthen these ties, and he who comes too late to share in these basic experiences must suffer for it (R. Wilhelm, 1950, p. 36)

BASIC PREMISES OF AN INTEGRATED THEORY

Following are the premises on which this integrated theory is based.

1. Change happens naturally. Change is the interplay of yin and yang energy and not the result of frustration, conflict, disequilibrium, or a search for homeostasis; change simply is.

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[1] The term "contrapletion," which expresses both the polar opposition and the capacity of the poles to complement or fulfill each other, can be used to describe the yin/yang relationship.

[2] A Western description of polar opposites that define certain personality types can be found in the poet Yeats's *A Vision* (1956). For a brilliant discussion of polar forces operating in society and history, see Thompson's *At the Edge of History* (1972).

2. The group provides a setting for focused and accelerated change. Groups exist to facilitate, intensify, and enrich the change process.
3. The primary task of any group is to respond creatively to change.
4. The energy of individual members and of the group is distributed as yin and yang forces.
   a. *Yin* forces take the form of passivity, docility, receptivity, and simplicity. The yin posture of individuals and of groups is one of waiting to be acted upon, yielding, and accepting.
   b. *Yang* forces take the form of activity, creativity, excitement, and firmness. The yang posture of individuals and groups is one of acting, confronting, and inviting.
5. Every group presents a unique constellation of yin and yang forces, a composite contributed by all group members, including the leader.

Propositions Regarding Group Process

The kaleidoscope provides an image of group process. As yin/yang forces begin to interface, they move subtly and delicately, providing a constant movement through phases. The phases, or movements, are named for appropriate hexagrams from the *I Ching;* each is demarcated by the basic polarities of the mandala of earlier heaven. (See Figure 1.) The sets of polar opposites "govern" a given movement: that is, a given set epitomizes the polar opposition of a given movement.

Initial Movement: *Gathering Together*

The movement is governed by the creative/receptive polarity. The group perceives yang forces residing in the group leader, yin forces residing within itself. The group acclimates itself to its setting: feelings involved are excitement, apprehension, and confusion. The immediate task for the group is developing an awareness and appreciation of the collective situation.

This initial period finds representation in most theories of group development. It involves a basic orientation toward the group situation, a settling in. Major issues revolve around defining self, defining the task, and defining the function of the group and the leader. The movement concludes when there is general agreement that change is in fact possible in the group, whether it is changing behavior, making a decision, or solving a problem.

Kua that illuminate this phase include the following: 1. The Creative; 2. The Receptive; 3. Difficulty at the Beginning; 8. Holding Together; 10. Conduct; 17. Following; 31. Influence; 42. Increase; 45. Gathering Together; and 48. The Well.

Second Movement: *Standstill*

The movement is governed by the thinking/feeling polarity. The awareness of the possibility of change, begun in the initial phase, is now met by a denial of the possibility of and need for change. Group members adhere to one or another polar opposite, dichotomize their options, and develop an either/or mentality. Splits between thinking and feeling, between body and mind are fixated. The feeling level is marked by a clinging dependency on old ways and a resistance to accept the dangers that work and change involve.

This polarizing effect of early group interaction is documented in the work of Myers and Lamm (1975). After some initial effort to alter previously held positions, group members revert to their previous, pre-group stance and fight to maintain it. This phenomenon, variously described as regression or resistance, seems to occur when the group is perceived as an arena wherein bedrock values, beliefs, and worldviews can be challenged.

In the standstill phase occur many of the regressive phenomena described by Bion as the "basic-assumption" group. The movement is marked by tension and working; it begins to change into the following movement when an issue that is of magnitude and moment for most group members emerges.

Kua associated with this phase are the following: 6. Conflict; 12. Standstill; 13. Fellowship with Men; 19. Approach; 29. The Abysmal; 30. The Clinging, Fire; 35. Progress; 44. Coming to Meet; 46. Pushing Upward; and 49. Revolution.

Third Movement: *Biting Through*

The kaleidoscope continues. The third movement is governed by the confrontation/support polarity. Group members develop a greater awareness of possibilities for change. There is a heightened arousal of feeling and a greater need for nourishment. Letting go of polar positions releases power and energy, motivating the group to attempt to grasp the paradox that mutual enhancement of apparent opposites can occur. The group struggles to redistribute yin/yang forces; members impact the leader; the leader impacts the group.

This movement is marked by the emergence of a "both/and" attitude, which replaces "either/or" thinking. Power and authority are seen as residing both in the group and in its members. It is the central period in many theories of group development. When the smoke clears and new learnings (insights, solutions) are apparent, the movement concludes and enters the fourth period.

Kua that illuminate this phase are the following: 6. Conflict; 16. Enthusiasm; 21. Biting Through; 23. Splitting Apart; 33. Retreat; 38. Opposition; 34. Obstruction; 41. Decrease; 51. The Arousing; 57. The Gentle; and 28. Preponderance of the Great.

Fourth Movement: *The Taming Power of the Great*

The movement is governed by the interaction/silence polarity. The group creatively achieves a degree of synergistic fusion. The feelings are focused on enjoyment of the new and the now. Reflective, meditative, incorporative silence coexists with playful and pleasurable interaction with others. The task seems completed; needs are for closure, repose, quiet.

This movement is marked by integration and celebration. Much work is accomplished; previously difficult issues are simply and easily resolved. There are attempts to "freeze" change; a group may end its work here. As it develops awareness that its apparent terminal point also offers the possibility for a new beginning, the group fades into its fifth movement.

Kua associated with this phase are the following: 11. Peace; 20. Contemplation; 26. The Taming of the Great; 27. Nourishment; 32. Duration; 37. The Family; 40. Deliverance; 50. The Caldron; 52. Keeping Still; 58. The Joyous; 61. Inner Truth; and 63. After Completion.

Fifth Movement: *Return*

The circulation is finished, temporarily; the group is at a new starting point. The kaleidoscope is rearranged; new polarities, the recently gained synergistic fusions, provide a field for new beginnings and greater closeness to *Tao*. The cycle spirals onward.

Kua associated with this phase are the following: 24. Return; 34. The Power of the Great; 43. Breakthrough; 49. Dispersion; and 64. Before Completion.

CONCLUSION

This theory is presented to be studied, tested, and then thrown away. As Kahn and his colleagues (1974) observe, theory itself is part of the flow of change: "Even as we grasp it and write it down, it becomes inadequate, melting away" (p. 51).

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Another Sufi story (Shah, 1972) provides a conclusion. Four persons were given a piece of money. The first was a Persian, who said, "I will use the money to buy *Angur*." The second was an Arab, who said, "No, because I want *Inab*." The third was a Turk, who said, "I do not want *Inab*, I want *Uzum*." The fourth was a Greek. He said, "I want *Stafil*." Because these four had information but no knowledge, they started to fight.

One person of wisdom present could have reconciled them all by saying, "I can fulfill the needs of all of you, with one and the same piece of money. If you honestly give me your trust, your one coin will become as four, and four at odds will become as one united."

Such a person would know that each in his own language wanted the same thing: grapes.

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Social Actions Training Branch WS 3ALR73430A/30LR7361A/30ZR7361A-II-1-7
Lackland Air Force Base, Texas 78236 1 April 1977

GROUP AFFIRMATIVE ACTIONS PLAN

GROUP TASK: The group is to develop a Group Affirmative Actions Plan (AAP) which reflects the goals of the group and its means of accomplishing these goals. (BE SPECIFIC).

PROCEDURES:

1. Each group member should be given an opportunity to share his/her responses to the questions/statements on their individual AAP exercise worksheet.
2. Develop the group AAP
3. Record the AAP on newsprint that has been provided in the room.
4. The group leader is to publish the plan at the end of the session.

Social Actions Training Branch WS 3ALR73430A/30LR7361A/30ZR736 A-II-1-8
Lackland Air Force Base, Texas 78236 1 November 1976

GROUP MANAGEMENT PROJECT - "Our EOT Group"

GROUP TASK: The group is to prepare a display for the bulletin board in the group room that includes at least the following information on each individual in the group:

1. Name
2. Home Base
3. Expectations of the EOT Course
4. Expectations of the Social Actions Career Field
5. Contributions to the EOT Course (Group)
6. Contributions to the Social Actions Career Field
7. Other information as determined by the group

See the group facilitator for necessary materials, i.e. contructions paper, newsprint, magic-markers etc.

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WS 3ALR73430A/30LR7361A/30ZR7364A-II-1-
19 August 197

SELF-INTERACTION TASK-OBSERVER SCHEDULE

1. Self-Orientation: What behaviors seem directed more toward individual members' needs rather than toward group aims? (Examples: dominating the discussion, cutting off others, horsing around, not listening, being overly aggressive, nitpicking, smoothing over arguments, avoiding responsibility.)

WHO DID IT?	WHAT DID HE/SHE DO?	WHAT WAS THE IMPACT?

2. Interaction-Orientation: What behaviors are aimed toward more effective group interaction? (Examples: Keeping members involved, harmonizing, disagreements, reinforcing good contributions, relieving tension, encouraging cooperation.)

WHO DID IT?	WHAT DID HE/SHE DO?	WHAT WAS THE IMPACT?

3. Task-Orientation: What behaviors are directed toward accomplishing the group's task? (Examples: getting things started, sharing information, organizing, giving opinions, clarifying, summarizing, checking out consensus.)

WHO DID IT?	WHAT DID HE/SHE DO?	WHAT WAS THE IMPACT?

Designed For ATC Course Use

DO NOT USE ON THE JOB

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WB/30ZR7364A-II-1-36
February 1977

GROUP GROWTH EVALUATION

INSTRUCTIONS: In front of each of the items below there are two blank spaces. Rate your group on the characteristic as the group was initially and as it is now. Use a seven-point scale, where 7 is "very much" and 1 is "very little."

CLIMATE

Initially Now

___ ___ 1. I am treated as a human being rather than just another group member.

___ ___ 2. I feel close to the members of this group.

___ ___ 3. There is cooperation and teamwork present in this group.

___ ___ 4. Membership in this group is aiding my personal growth development.

___ ___ 5. I have trust and confidence in the other members of the group.

___ ___ 6. Members of this group display supportive behavior toward each other.

___ ___ 7. I derive satisfaction as a result of my membership in this group.

___ ___ 8. I feel psychologically close to this group.

___ ___ 9. I get a sense of accomplishment as a result of membership in this group.

___ ___ 10. I am being host in responding to this evaluation.

DATA FLOW

___ ___ 11. I am willing to share information with other members of the group.

___ ___ 12. I feel free to discuss important personal matters with group members.

___ ___ 13. I feel that I am oriented toward personal goals rather than toward helping the group achieve its objectives.

___ ___ 14. This group uses integrative, constructive methods in problem-solving rather than a win-lose approach.

___ ___ 15. As a member of this group, I am able to deal promptly and well with important group problems.

___ ___ 16. The activities of this group reflect a constructive integration of the needs and desires of its members.

___ ___ 17. My needs and desires are reflected in the activities of this group.

CONTROL

___ ___ 18. I feel that there is a sense of real group responsibility for getting a job done.

___ ___ 19. I feel manipulated by the group.

___ ___ 20. I feel that I manipulate the group.

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WS 3ALR73430A/[illegible]/30ZR7364A-II-2-6
June 1976

INDIVIDUAL AFFIRMATIVE ACTIONS PLAN EXERCISE WORKSHEET

1. Expectations of the Social Actions Career Field.

2. Contributions you are willing to make to the Social Actions Career Field.

3. Expectations of the EOT Course.

4. Contributions you are willing to make to the EOT Course (Group).

HANDOUT

3ALR73430A/30LR7361A/30ZR7364A - II-2-1

Technical Training

Equal Opportunity and Treatment

CIVIL RIGHTS ACT OF 1964

March 1976

USAF SCHOOL OF APPLIED AEROSPACE SCIENCES
Department of Social Actions Training
Lackland Air Force Base, Texas

DESIGNED FOR ATC COURSE USE. DO NOT USE ON THE JOB.

CIVIL RIGHTS DIGEST

PUBLISHED BY THE U.S. COMMISSION ON CIVIL RIGHTS
1701 PENNSYLVANIA AVENUE, N.W.. WASHINGTON, D.C. 20425

SPECIAL BULLETIN - AUGUST 1964

A SUMMARY OF THE CIVIL RIGHTS ACT OF 1964

This summary of the 1964 Civil Rights Act was prepared in response to questions about the Act which have come to the Commission from citizens in every section of the country. It is designed to provide a clearer understanding of the major provisions of the new statute.

Some of the questions raised about any new law cannot be fully answered until the policies and programs necessary for carrying out the law have been developed by the appropriate Government agencies. Other questions will be further clarified as the courts deal with cases brought under the law.

This summary was prepared by the staff of the Commission and is available for distribution as a service under the national clearinghouse function assigned the Commission by the new Civil Rights Act.

Title I

VOTING

The purpose of this section is to provide more effective enforcement of the right to vote in Federal elections (for President, Vice President, presidential electors or members of Congress) without regard to race or color. It also speeds up the procedure by which voting rights suits may be decided.

The Act:

a. requires that the same standards be applied to all individuals seeking to register and vote;

b. forbids denial of the right to vote because of some minor mistake or omission;

c. requires that only literacy tests that are written may be used as a qualification for voting; and that the tests and answers be available on request;

d. establishes that in voting rights law suits the court must presume that anyone who completed the sixth grade is literate, unless the State can prove otherwise.

In any voting suit brought by the Government charging that there is a "pattern or practice" of voting discrimination, either the Attorney General or the defendant may ask that a three-judge Federal court be appointed to hear the case. Appeals from the decisions of such a court may be taken directly to the Supreme Court.

Title II

PUBLIC ACCOMMODATIONS

Discrimination on the basis of race, color, religion or national origin is specifically forbidden in the following places of public accommodation:

a. hotels and motels, restaurants, lunch counters, movie houses, gasoline stations, theaters and stadiums;

b. any other establishment which offers its services to patrons of the covered establishment; for example,

-a barbershop or tavern located in a hotel, or

-a department store in which there is a restaurant: *so long as* the covered facilities either affect interstate commerce in their operations, or are supported in their discriminatory practices by State action.

In addition, discrimination is forbidden in any other place of public accommodation that is required to segregate by State or local laws.

If there are no State or local laws requiring segregation, the Federal law does not cover:

a. barbershops, beauty parlors and other service establishments unless they are located in a hotel and offer these services to hotel guests;

b. retail stores that do not serve food, or places of recreation (except as listed above) which do not serve food;

c. lodging houses, hotels or similar places which take temporary guests if they have fewer than six rooms for rent in a building occupied by the owner.

Places that are actually owned and operated as private clubs are exempted from coverage of this title except to the extent that they offer their facilities to patrons of a covered establishment, such as a country club that customarily allows guests of a hotel to use its golf course.

No person may intimidate, threaten or coerce anyone for the purpose of interfering with the rights created by this title.

The provisions of this title may be enforced in two ways:

1. By *individual action* in a civil suit filed by the persons discriminated against, or

2. By *Government action* in a civil suit filed by the Attorney General.

In public accommodations suits filed by individuals:

--the court hearing the suit may appoint a lawyer for the person bringing the complaint and exempt the complainant from the payment of certain costs;

--the court may permit the Attorney General to enter the case;

--if there is a State law or local ordinance that prohibits discrimination, the complaint must first be taken to the State or local authorities, allowing them 30 days to begin a proceeding before suit can be filed in a Federal court;

--once the case is in court, the court can postpone action until the State or local proceeding is completed;

--if there are no State or local anti-discrimination provisions, the court may refer the matter to the Community Relations Service (see Title X) so that it may seek to secure voluntary compliance within no more than 120 days.

The Attorney General may file a public accommodations suit when he believes there is a pattern or practice of resistance. As in Title I voting suits, he may request a three-judge court for this action.

In public accommodations suits brought either by individuals or the Attorney General, the court may issue temporary or permanent injunctions or restraining orders against those found to be violating the law. A person or persons failing to obey such court decrees may be punished by contempt proceedings under the jury trials provision of the law (see Title XI).

Title III

PUBLIC FACILITIES

The Attorney General is authorized to bring a civil suit to compel desegregation of any publicly-owned or operated facility whenever he receives a written complaint of discrimination. He must believe that the complaint merits action and must certify that the individual or individuals making the complaint are themselves unable to take the necessary legal action. State or municipally owned or operated parks, libraries and hospitals are among the facilities covered.

Title IV

PUBLIC EDUCATION

Under this title the U.S. Office of Education is authorized to:

a. conduct a national survey to determine the availability of equal educational opportunity;

b. provide technical assistance, upon request, to help States, political subdivisions or school districts carry out school desegregation plans;

c. arrange training institutes to prepare teachers and other school personnel to deal with desegregation problems;

d. make grants enabling school boards to employ specialists for in-service training programs.

In addition, the Attorney General is authorized to file civil suits seeking to compel desegregation of public schools, including public colleges.

Before filing such a suit the Attorney General must have received a signed complaint from a pupil or parent and must have determined that the complainant, according to standards set forth in the Act, is unable to bring the action. The Attorney General is also required to notify the school board and give it a reasonable period of time to correct the alleged condition before filing suit.

Title V

COMMISSION ON CIVIL RIGHTS

The life of the U.S. Commission on Civil Rights is extended until January 31, 1968. Since 1957 the Commission's functions have included investigating denials of the right to vote, studying legal developments and appraising Federal policies relating to equal protection of the laws, and making recommendations for corrective action to the President and the Congress.

Title V gives the Commission added authority to:

a. serve as a national clearinghouse for civil rights information;

b. investigate allegations of vote fraud.

Commission hearing procedures are amended to further protect the rights of individuals who may be affected by Commission proceedings.

As a national clearinghouse, the Commission will provide civil rights information in such areas as voting, housing, education, employment and the use of public facilities to Federal, State and local government agencies and officials, organizations and businesses, and the general public.

Title VI

FEDERALLY ASSISTED PROGRAMS

Under this title every Federal agency which provides financial assistance through grants, loans or contracts is required to eliminate discrimination on the grounds of race, color or national origin in these programs.

For example, this title would require the following:

a. hospitals constructed with Federal funds would have to serve all patients without regard to race, color or national origin;

b. elementary and secondary schools constructed, maintained and operated with Federal funds would have to admit children without regard to race, color or national origin;

c. State employment services financed by Federal funds would have to refer qualified job applicants for employment without discrimination;

d. schools for the deaf and the blind operated with Federal funds would have to serve the deaf and blind of any color;

e. colleges and universities receiving funds for their general operation or for the construction of special facilities, such as research centers, would have to admit students without discrimination;

f. construction contractors receiving funds under Federal public works programs would have to hire employees without discrimination.

Action by a Federal agency to carry out the requirements of this title may include the terminating of programs where discrimination is taking place or refusal to grant assistance to such a program.

Each agency is required to publish rules or regulations to carry out the purposes of the title. These rules and regulations are subject to the approval of the President.

Compliance actions are subject to the following conditions:

a. notice must be given of alleged failure to comply and an opportunity for a hearing must be provided;

b. in the event assistance is to be cut off, a written report must be submitted to Congress 30 days before the cut-off date;

c. compliance action may be appealed to the courts.

Social security and veteran's benefits, and other Federal benefits distributed directly to individuals are not affected by this law.

Federal assistance in the form of insurance or guaranty—for example, FHA insured loans are not covered by this title (however, the President's Executive Order prohibiting discrimination in Federally aided housing remains in effect).

Title VII

EQUAL EMPLOYMENT OPPORTUNITY

This title establishes a Federal right to equal opportunity in employment. It creates an Equal Employment Opportunity Commission to assist in implementing this right.

Employers, labor unions and employment agencies are required to treat all persons without regard to their race, color, religion, sex, or national origin. This treatment must be given in all phases of employment, including hiring, promotion, firing, apprenticeship and other training programs, and job assignments.

When this title goes into full effect employers will be subject to its provisions if they have 25 or more regular employees in an industry that affects interstate commerce. Generally speaking, labor unions will be subject to the Act if they either operate a hiring hall for covered employers, or if they have 25 or more members who are employed by a covered employer. Employment agencies are also included if they regularly undertake to supply employees for a covered employer.

(Enforcement of the nondiscrimination requirements for employers and unions is postponed for one year. Employers and unions with 100 or more workers will be covered beginning July 2, 1965 and coverage will be extended each year until July 2, 1968 when employers and unions with 25 workers will be covered.)

Not covered by this title are (1) public employers, (2) bona fide private clubs, (3) educational institutions with regard to employers working in educational activities and all employment in religious educational institutions, (4) employers on or near an Indian reservation with regard to preferential treatment of Indians; and (5) religious corporations, institutions, etc., with regard to employees working in connection with religious activities.

When someone believes he has been discriminated against because of race, color, religion, sex, or national origin in any phase of job placement or employment, he may bring his complaint within 90 days to the Equal Employment Opportunity Commission or to the Attorney General.

The Commission will handle his complaint directly, unless the State or locality where the alleged discrimination occurred has fair employment laws. If so, the person complaining must allow the State or local officials no more than 120 days to resolve the matter. If there is no satisfactory conclusion within this time or if the State or locality rejects the complaint before the time is up, the complainant may then go to the Commission, which is authorized to settle valid complaints by conciliation and persuasion. Nothing said during the conciliation proceedings may be made public or used as evidence without the consent of the parties.

If the Commission fails to secure compliance within a period of no more than 60 days, the individual may take his case to a Federal court. This court may appoint an attorney and may exempt the complainant from payment of certain costs. The court, in its discretion, may allow the Attorney General to enter the case.

A worker who thinks he has been discriminated against may take his complaint directly to the Attorney General, who may bring the case before a three-judge court if he believes there is a pattern or practice of resistance to this title.

If the court in either action finds discrimination, it will order the employer, employment agency or union to take corrective action, which may include hiring or reinstating employees with or without back pay.

Title VIII

VOTING STATISTICS

The Secretary of Commerce is required to conduct a survey of persons of voting age by race, color, and national origin and to determine the extent to which such persons have registered and voted in such geographic areas as the Commission on Civil Rights recommends.

A similar survey must also be conducted on a nationwide basis in connection with the 1970 Census. No person questioned during such surveys may be compelled to disclose his race, color, religion or national origin and everyone must be advised of his right to refuse to give this information.

Title IX

INTERVENTION AND REMOVAL IN CIVIL RIGHTS CASES

The Attorney General is authorized to intervene in any Federal court action seeking relief from the denial of equal protection of the laws on account of race, color, religion or national origin. If a Federal court refuses to accept a civil rights case and sends it back to a State court, this action may be reviewed on appeal.

Title X

COMMUNITY RELATIONS SERVICE

A Community Relations Service is established in the Department of Commerce to provide assistance to persons or communities requiring help with civil rights problems where discriminatory practices impair constitutional rights or affect interstate commerce. The Service is authorized to cooperate with both public and private agencies, either on its own initiative or upon request from local officials or interested persons in situations where disputes threaten peaceful relations among the citizens of a community.

In addition, the Service is authorized to seek a voluntary settlement of public accommodation complaints which may be referred to it by a Federal Court. The Act directs that all activities of the Service in providing conciliation assistance shall be conducted in confidence and without publicity.

Title XI

MISCELLANEOUS

This title gives a right to jury trial in criminal contempt cases arising out of Titles II, III, IV, V, VI and VII. Title I retains the more limited jury trial provisions of the 1957 Civil Rights Act.

Appropriations are authorized to carry out the Act, and a separability clause provides that the rest of the Act will be unaffected if any portion is invalidated. Another section preserves existing remedies under Federal law. This title also preserves the rights of the States to legislate in the same areas covered by this Act, so long as such legislation is not inconsistent with the purposes of the Act.

U.S. COMMISSION ON CIVIL RIGHTS

John A. Hannah, Chairman
Eugene Patterson, Vice Chairman
Frankie M. Freeman
Erwin N. Griswold
Theodore M. Hesburgh, C.S.C.
Robert S. Rankin

The United States Commission on Civil Rights is a temporary, independent, bipartisan agency established by the Congress in 1957 to:

- Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin;
- Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;
- Appraise Federal laws and policies with respect to equal protection of the laws;
- Serve as a national clearinghouse for civil rights information;
- Investigate allegations of vote fraud; and
- Submit interim reports and a final and comprehensive report of its activities, findings, and recommendations to the President and the Congress.

GSA WASH DC 65-1579

GPO 1966 O - 202-500(12)

COMMANDER'S GUIDANCE

Civil Rights Act of 1964

1. The Civil Rights Act of 1964 contains 11 major sub-parts or titles. Three of these titles are of particular relevance to members of the armed forces and their dependents.

2. Title II deals with public accommodations. Discrimination based on race, color, religion or national origin is banned in:

   a. Every inn, hotel, motel or place providing transient lodging.

   b. Restaurants, cafeterias, lunch rooms, lunch counters, soda fountains or facilities principally engaged in selling food for consumption on the same premises.

   c. Gasoline stations.

   d. Motion picture houses, theaters, concert halls, sports arenas, stadiums or places of exhibition or entertainment.

   e. Any establishment located on the same premises as any of the foregoing and which is serving the patrons thereof.

3. The act covers establishments in 2b, c, and d depending upon whether they serve interstate travelers or whether a substantial portion of their products cross any state line.

4. Title III deals with publicly or governmentally owned facilities, other than schools. It authorizes the attorney general to bring suit to end the prohibited discrimination or segregation.

5. Title IV deals with discrimination or segregation in public education. The United States Commissioner of Education is charged with making appropriate surveys. The attorney general is authorized, upon complaint from an individual, to bring suit to end the prohibited discrimination or segregation.

6. The eight other titles of the bill cover the following subjects. These do not need apprisal.

Title I	Voting Rights
Title V	Civil Rights Commission Extension
Title VI	Nondiscrimination in federally assisted programs
Title VII	Equal employment opportunity
Title VIII	Compilation of registration and voting statistics
Title IX	Right to appeal a remand order
Title X	Establishment of a community relations service
Title XI	Miscellaneous, technical

PART II - TEACHING GUIDE

INTRODUCTION (10 Minutes)

ATTENTION

Prejudice and discrimination are viewed as symptoms directed at the goal of actualizing some value.

a. These values provide a matrix of gains or rewards, punishments, and possibilities.

b. A discriminator is coping with his/her world in a way that, at the moment, seems most likely to satisfy his/her deeply-felt needs; e.g., security, experimentation, etc.

MOTIVATION

One of the main concerns of Social Actions is to reduce and/or eliminate prejudice and discrimination in the Air Force and to insure the just and equal treatment of all persons.

a. It is not possible to effectively alter or modify behavior without first understanding the reasons for that behavior.

b. To effectively prevent discrimination, we must understand the needs of those who discriminate (plus or minus) to assist them to develop coping behaviors they will accept as more effective for handling the "needs or wants" (the problems).

c. It is a poor technique to directly attack a behavior without any effort to understand what the behavior is doing for the person (the "gains" or "rewards" he/she seeks).

OVERVIEW

1. Cover the lesson objectives with the class.
2. Develop the lesson chronology.

BODY (3 Hours 50 Minutes)

PRESENTATION

6a. CRITERION OBJECTIVE: Identify three primary factors which shape a person's values.

1. Explain that there are many reasons people practice discrimination. People problems and coping problems are just two of these reasons.

a. People problems: These are problems which deal with self.

(1) Estrangement/alienation.

(2) Low self-esteem.

(3) Meaninglessness.

(4) Inadequate role-identification.

(5) Inadequate self-image.

b. Coping problems: These are problems of adjustment.

(1) Difficult or unknown situations.

(2) New or unusual relationship.

(3) New or difficult feelings and emotions.

c. Discrimination is assumed to be a dysfunctional, coping behavior.

2. Explain that each of the "causes" of discrimination has to do with personal feelings and reactions resulting from values, not facts.

3. Define and discuss values.

a. A value is that which every person, consciously or unconsciously, strives for constantly, with durability, time-consciousness, and intensity.

b. Lack of adequately developed and realizable value systems; lack of opportunity to realize and experience the zest and challenge of youth in more personally satisfying and socially acceptable ways; all combine to produce frustration, a lack of commitment, and instability.

4. Identify three primary factors which shape a person's values.

a. If we are going to effecfively deal with prejudice and discrimination we must deal with the following.

(1) Attitudes, which presage any and all behaviors.

(2) Alternative, which provide a wide choice of behavior which will satisfy a basic need or want.

(3) Decision-making skills, so that people can learn how to make decisions which will enhance them, rather than deprive or harm them.

b. These three factors comprise the process of value clarification.

PRESENTATION

6b. CRITERION OBJECTIVE: Identify the eight basic needs of man and the personal considerations which affect his selection of behavior patterns to satisfy these needs.

1. Explain that every behavior known to man is the result of deprivations or enhancements in one or more of eight basic needs or wants.

2. Identify the eight basic needs and wants of man (findings of Dr Harold Laswell, Yale University, 30 years of research).

a. Affection - friendship, love, fondness, and loyalty.

b. Respect - honor, courtesy, recognition, and admiration.

c. Well-being - health, happiness, and contentment.

d. Power - decision-making, influence, authority, and leadership.

e. Enlightenment - knowledge, education, learning, and understanding.

f. Skill - ability, training, talent, and ability.

g. Wealth - food, shelter, income, working, and property.

h. Rectitude - responsibility, honesty, justice, fair play, and trust.

3. Explain that if a person cannot satisfy his/her basic needs in normal (socially-acceptable) ways, a person still has the need.

4. Explain that each person strives to fulfill his/her values by engaging in such behavior as he/she consciously or subconsciously feels will best (and quickly) fulfill his/her goals.

a. To accomplish these ends, he/she makes a series of choices between alternative coping behaviors -- functional and dysfunctional.

b. The person optimizes the chances of actualizing his/her values according to his/her perception of the available choices or alternatives.

5. Explain that the degree to which an individual decides to engage in dysfunctional coping behavior is assumed to be directly related to his/her inability or unwillingness to reach valued goals by more functional means.

a. A person does not just spontaneously acquire motives for "skill," "rectitude," etc. It is only through a history of selective reinforcement (sequential learning) that one learns what to value, how much to value it, and how to reach the desired goals.

b. When a person feels deprived of one or more of the eight needs and wants, he/she copes with his/her needs and wants by dysfunctional behavior; e.g., shouting, lying, drug/alcohol abuse, refusal to adhere to rules, cheating, withdrawal, etc.

6. Summarize, by discussing the value deprivation - enhancement continuum. It shows the functional and dysfunctional behavior with the eight needs and wants (see Attachment 1).

a. There are four areas within the continuum.

(1) Movements toward pathology.

(2) Low value status.

(3) Movement toward potential.

(4) Value category.

b. The purpose is to show the total value of the risk or gain to be obtained from a behavior; i.e., movement towards pathology or full potential.

PRESENTATION

6c. CRITERION OBJECTIVE: Identify the seven criteria by which a true value can be identified.

1. Explain that each person has attitudes and makes decisions (consciously or subconsciously) to act on them toward pathology or fulfillment, but must know whether or not his/her goal is a true value.

2. Explain that Sidney B. Simon, Ph.D., University of Massachusetts, has defined seven criteria which differentiate between a true value and a "value indicator" (non-value).

    a. A value indicator meets fewer of the seven criteria. Examples of value indicators include attitudes, opinions, beliefs, feelings, morals, and aspirations.

    b. Value indicators become values when they meet all seven criteria.

3. State the seven criteria for values clarification. The

value must be:

a. Chosen freely.

b. Chosen from alternatives.

c. Chosen after careful thought.

d. A prized and cherished choice.

e. Publicly affirmed.

f. A choice that is acted upon.

g. A choice which is acted upon consistently and regularly.

4. Emphasize that from the seven listed criteria the vital importance of the third primary factor in values clarification -- decision-making -- can be readily seen.

EVALUATION

1. What are the three primary factors which shape a person's values?

2. How do values determine behavior patterns in the satisfaction of needs?

3. Which primary factor, which shapes values, is indicated most strongly by the seven criteria used to identify true values?

APPLICATION

1. Direct the students to their small groups.

2. Conduct at least one of the three approved exercises. (see Attachment 2)

CONCLUSION (10 Minutes)

SUMMARY

1. We have examined the values-clarification process of attitude (prize), alternatives (choice), and decision-making (act), so that we, as counselors in Social Actions, can understand that what appears to be dysfunctional behavior is a fact that is caused by

the "eight needs or wants." When these needs or wants are not achieved in a functional way, the overt behavior reflects this, since the need still has to be fulfilled.

2. Examination of the values-clarification process allows us to realize that, through the alternative (choice) system and a decision-making (act) process, people can turn dysfunctional behavior into fulfilling behavior and still fulfill their "needs and wants." Our primary emphasis in general interviewing is dealing with the values, rather than the causes. We work with prejudice and discrimination focusing on values when we talk about long range problem neutralication or elimination.

3. We have looked at the criteria which must be fulfilled if the

attitude is to be dealt with as a "value indicator" or a "true value."

REMOTIVATION

By understanding how values are formed and what constitutes a "true value" for a person, we become more "in touch" with our own values. Since working effectively with people depends on knowing ourselves as much as possible, the values-clarification process is one we can constantly employ to re-examine ourselves and thus improve our personal relationships, and effectiveness with others.

ASSIGNMENT

Give complementary technical training assignment, when appropriate.

VALUES-CLARIFICATION EXERCISES

I. Meditation on Me. (Clarification of self-image and determination of what part(s) of that self-image is (are) most valued.

1. Pre-briefing. Explain to the students that in this exercise they are going to explore their personal values as they apply to their self-image. Explain that they are to relax as much as possible, and allow thoughts of themselves to drift into their minds. Each student will have in his/her possession eight pieces of paper, and as a thought or phrase comes to mind, pertaining to his/her self-image, he/she is to open his/her eyes and record that thought on a piece of paper, and then close his/her eyes and relax and repeat the process until he/she has used all eight pieces of paper. At the conclusion of the exercise, students will be asked to put the eight items in priority order of importance.

2. Conduct exercise.

a. Issue papers to each student (eight each).

b. Tell students to close their eyes, relax, and let their minds play with words, or phrases, which describe themselves.

c. Tell students to open their eyes, write one word or phrase which came to mind during the meditation on one piece of paper. (Variation: Allow three to five minutes of continuous meditation, and have students fill out all pieces of paper at one time.)

d. Repeat steps "b" and "c" until all students have filled out all eight pieces of paper.

e. At this point, students have indicated what they PRIZE. Identify and clarify this to all students.

f. Have each student arrange the eight pieces of paper in order of how much he/she values each (most value is one; least is eight).

g. At this point, the students have exercised their CHOICE. Identify and clarify this to all students.

h. Allow each student to announce his/her values to the group in the order of their priority, most-valued to least-valued.

ATTACHMENT 2

i. At this point, the students have exercised the ACT/AFFIRM portion of the values-clarification process. Identify and clarify this to all students.

3. Closure/Debriefing. Discuss the process of values clarification as it occurred in the group. Identify and emphasize the three factors involved in values clarification, prize, choice, and act/affirm. Make other process comments, as appropriate; i.e., listening skills demonstrated, acceptance of others, etc. Stress the fact that values are flexible and subject to change. Each person has the right and ability to examine and alter his/her personal values. Stress that we have no right to impose our values on others who are unwilling or unable to accept those values. Cite examples, if appropriate.

II. Wallet Exercise. (This exercise demonstrates that personal belongings, such as cards and pictures carried in a wallet, may reveal what we value or prize.)

1. Pre-briefing. Explain to the students that we often carry indicators of our values on our person; and, as an extension of that, the cars we drive or where we live may be indicative of our values. In this exercise, we will be sharing three items from our wallets which we feel give adequate representation of our values.

2. Conduct exercise.

a. Have students form dyads or triads, whichever is most convenient for the group size.

b. Have each student remove three items from his/her wallet which will communicate his/her values, what he/she feels is important in his/her life.

c. When each student has selected three items, have students in the group exchange their items, without talking. Instruct the students to concentrate on those items received and attempt to anticipate the value of each item to the giver, what has been communicated by each object, individually and collectively.

d. Instruct the owners of articles to share the value of each item with the recipients. During the portion of the exercise, there is no feedback to the owner from the recipient.

e. Instruct the recipients to share with the owners how they had initially construed the value attached to each item.

f. Allow for discussion of the exercise among the two-/three-person groups and, finally, in the larger group.

3. Closure/Debriefing. Discuss the prize-choice-act/affirm process of the values-clarification process as it occurred in this exercise. Make other process comments, as appropriate.

III. Things I Love to Do. This exercise focuses the individual's attention on things he/she enjoys doing. There is no need to rank-order the activities. In the process of the exercise, the students will become aware of activities (involving risk, similar to activities enjoyed by their parents, enjoyed alone or with someone, recently-adapted, which may be dropped in the near future).

1. Pre-briefing. Inform the students that they will be listing activities they enjoy (20 different activities). Each student will need pencil and paper, and there are no "right" or "wrong" answers. When the lists have been completed and coded, each student will study his/her own list and be asked to make some personal judgments concerning his/her list.

2. Conduct exercise.

a. Instruct each student to take a pencil and paper and list twenty enjoyable activities. The activities can be listed alone or with others.

b. Allow the students approximately five to ten minutes to complete lists.

c. After completion of the lists, identify that the students have accomplished the PRIZE factor in the values-clarification process.

d. Instruct students to code their lists according to the following scheme:

(1) Put an "R" beside any item involving risk. The risk may be physical, intellectual, or emotional.

(2) Put an "F," "M," or "FM" beside any item your mother, father, or both parents may have had on a list if they had made one when they were your age.

(3) Place a "P" or an "A" next to each item. "P" identifies activities which you do with other people, and "A" identifies activities you prefer to do alone.

(4) Place a + (plus) beside any item which would not have been on your list five years ago.

(5) Place a - (minus) next to any item which you think will not be on your list five years from now.

(6) Go through your list and identify the approximate date you last engaged in that activity.

e. Instruct students to study their lists and coding and consider the following questions:

(1) What does your list look like?

(2) Can you identify any patterns in the things you love to do?

(3) Did you learn something new about yourself?

(4) Are there some things you are pleased with?

(5) Are there some things you would like to change?

(6) How might you go about changing things?

(7) Are there some things you like to do which you have not done lately? Why? What could you do about this?

f. At this point, the students have exercised the CHOICE aspect of values clarification. Identify this and clarify to all students.

g. Promote discussion of the exercise and personal lists. Emphasize the completion of the values-clarification process through public affirmation of values.

3. Conclusion/Debriefing.

NOTE: Other value clarification exercises may be found in Pfeiffer and Jones publications (Structured Experiences for Human Relations Training and The Annual Facilitator's Handbook) and in Values Clarification, A Handbook of Practical Strategies for Teachers and

Students by S. B. Simon, L. W. Howe, and Howard Kirschenbaum. Inform students of the availability of these resources in the Department of Social Actions Training library. Addidionally, advise students that this exercise has been a demonstration of facilitation of values clarification exercises required by the group facilitation lesson plan.

SOCIAL ACTIONS TRAINING BRANCH
Lackland Air Force Base, Texas 78236

SG 3ALR73430A/30LR7361A/
30ZR7364A-II-6-27
1 August 1978

EOT INTRODUCTION/PROBLEM RECOGNITION

VALUES CLARIFICATION

OBJECTIVE

From a list of statements, identify the basic needs of people, select those primary factors which shape a person's values, and the criteria for identifying a true value.

INTRODUCTION

As a result of reading this SG, you will be able to understand the three primary factors which constitute the procedures a person goes through to decide what is of value to oneself. Once the procedures have been identified, people become aware of how their values fulfill one of their eight basic needs. People's values will either fulfill their needs in a functional or dysfunctional manner. People will always fulfill their needs, and this can be observed behaviorally through actions. There are seven criteria which must be fulfilled if a person's values are true values or value indicators. Once people become aware that their behavior acts out their value system, if their behavior is dysfunctional, they may realize that their values may not be true values, but rather value indicators. Thus, people's dysfunctional behavior, e.g. human right abusers, can be changed to be more functional to fulfill their needs through the values clarification process.

INFORMATION

FACTORS THAT SHAPE A PERSON'S VALUES

People find out what their real values are by determining how they invest their powers, resources, and energies to pursue self-interest. Values represent self-investment. Personality disorganization often stems from a conflict between values. Over 83 percent of Americans believe that preferential treatment should not be given to women or minority groups in hiring or determining admission to college. (Gallup Poll, March 1977) The lesson to be learned from the massive rejection of "affirmative actions" is that the concept of equal employment opportunity is not compatible with the American values. The American value system is based on a triangular relationship with Adam Smith's economics, Protestant Ethic, and Social Darwinism at the vertices of the triangle. These three forces operate

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the American value system and when that is combined with psychological profundity of white racism, it can even provide an expedient moral justification for the system of apartheid in employment under the guise of social Darwinism. We have been taught by our Adam Smithonian economic institution that the value upon which American society has rested are good and further, that these values operating through our institutions, are working toward good ends. The Protestant Ethic has been permeating an extremely self-centered personality and economic greed oriented attitude on the basis of I, my, me, and mine mentality. How do we reconcile the concept of affirmative action with our self-centered economic greed oriented mentality? A personal battle is going on with the individual who socially speaking wants to hold on to the past and yet proclaim support for affirmative actions in the present, themselves, seem to be the loser. They lose in the sense that they have unresolved inner conflicts. The EOT officer/specialist can help bring their values to the surface. When values are surfaced, priorities can be established. Priorities can be shared with both their desire for the status quo and their desire for change, and thus, their inner conflict can be resolved.

Definition of a True Value

A true value is that which every person, consciously or unconsciously, strives for constantly, with durability, time-consciousness, and intensity.

Three Primary Factors Which Shape a Person's Values

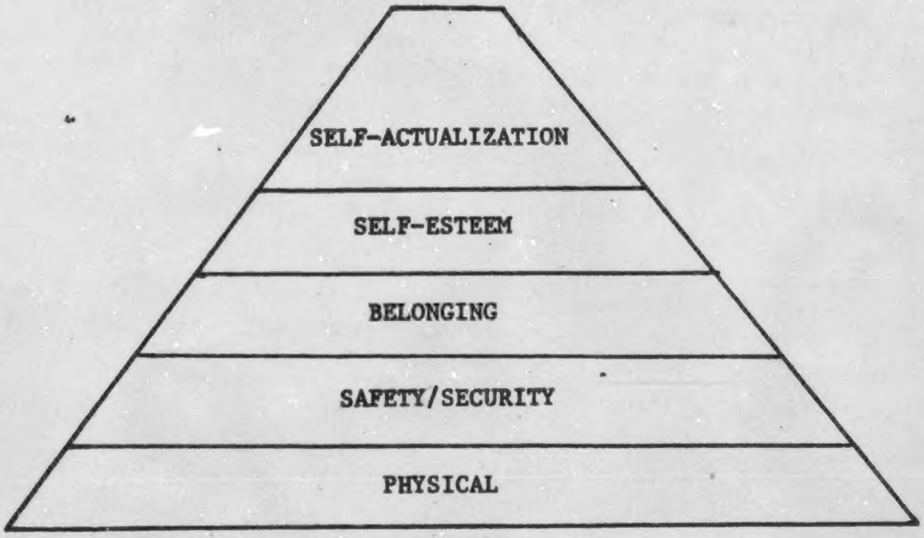
ATTITUDES. Another name for this is the "prize." This is a disposition based on feelings or convictions. The idea of a value as being something of worth to a definition of value in terms of that which enhances human development. Each person discovers what his/her values are as he/she experiences life.

ALTERNATIVES. Another name for this is "choice." In philosopher Stare's terms, this is a choice from the "possibilities" available to the individual. If the choice made by the individual is unattainable, the choice is unrealistic. The choice must be within the realm of possibilities for the individual.

DECISION-MAKING SKILLS. Another name for this is "action." This is the crucial stage for many individuals. Some people are afraid to take stock of themselves because they know, however subconsciously, that if they do act they will have to change. If they act, they will have to surrender comfortable (but unproductive) patterns of living, and work more diligently. If they are committed to action, they suffer the pain of loss if their commitment does not work out. If they act, they must acquire skills needed to live more effectively. Making a decision, acting, and being committed to that action cause many consequences -- some good, some uncomfortable; some known, some unknown. Many people fear the unknown and prefer living in the "status quo" among safe though unproductive bahavior. Thus, values clarification is a methodology or process. Through it, we help people discover what choices their behavior, their feelings, and their thoughts have made. Additionally, the values clarification process identifies these choices as being continual, since they are acted upon throughout people's lives.

BASIC NEEDS

Dr Harold Laswell, a Yale University professor, researched value clarification for over thirty years. He expanded Maslow's "Hierarchy of Needs." As you will remember, Maslow's needs are as follows:



Dr Laswell took these five basic needs and expanded them to include the behaviors associated with them. Thus, when a person feels deprived of one or more of these basic needs, the person copes with his/her needs and wants by either dysfunctional or functional behavior. Examples of dysfunctional behavior are lynchings, discrimination, and social prejudice. All functional behavior is caused by our needs, Dr Laswell says. Thus, as counselors, we have a need to keep this central feature, needs, of value clarification firmly in mind, so that we can understand the reason for dysfunctional behavior.

Functional Versus Dysfunctional Behavior of the Eight Basic Needs

Each of the eight basic needs identified by Dr Laswell affects people's behavior patterns by causing dysfunctional behavior if it is not satisfied. Examples of the dysfunctional behavior caused when the need is unsatisfied, and the functional behavior present when the needs are met are listed below.

AFFECTION. Tender attachment; i.e., love, good will. Behavioral dysfunctions of this need are fear, suspicion, hatred, and alienation. People with this need deficit have a value clarification problem, since they would like to be accepting, trusting, and caring.

RESPECT. Consideration, regard, interest. Behavioral dysfunctions, when this need is lacking, include isolation, inferiority, degradation, etc. The value clarification probelm for people arises when they desire self-esteem, identity, and integration.

SKILL. Knowledge, ability to use one's knowledge effectively in performance. Behavioral dysfunction of this need include incompetency, failure, and non-achievement. People will have a value clarification problem, since they would like to be competent, achievers, and successful.

ENLIGHTENMENT. Gaining full comprehension of problems involved. Behavioral dysfunctions present when this need is lacking are confusion, deception, and distortion. People move toward full potential with awareness, openness, and sharing.

POWER. Control, influence, prestige. Behavioral dysfunctions present when this need is absent include submission, resistance, and coercion. People move toward full potential with cooperation, influence, and participation.

WEALTH. Welfare, happiness, material success. Behavioral dysfunctions of this need include indigence, destitution, and non-productivity. People move toward full potential with productivity, creativity, and abundance.

WELL-BEING. A condition characterized by happiness, health, prosperity, etc. Behavioral dysfunctions present when this need is not met include anxiety, illness, frustration, etc. People move toward full potential with hope, health, and contentment.

RECTITUDE. Adherence to a sense of righteousness; sense of justice. Behavioral dysfunctions of this need include malice, irresponsibility, and unscrupulousness. People move toward full potential with integrity, consideration, and responsibility.

How the Eight Basic Needs Affect Behavior Patterns

Through an analysis of the eight needs, one can see that if a person cannot satisfy his/her needs in socially-acceptable ways, the person will fulfill the need in a dysfunctional way. Thus, people strive to fulfill their needs by engaging in such behavior as they consciously or subconsciously feel will quickly and best fulfill their goals.

People do not just spontaneously acquire motives for "skill," rectitude, etc. It is only through a history of selective reinforcement (sequential learning) that one learns what to value, how much to value it, and how to reach desired goals. Thus, when people feel deprived of one or more of the eight basic needs and wants, they may cope with their needs and wants by dysfunctional behavior.

VALUE DEPRIVATION-ENHANCEMENT CONTINUUM
(See Attachment 1)

CRITERIA FOR IDENTIFYING A TRUE VALUE

Dr Sidney Simon of the University of Massachusetts, has defined seven criteria which differentiate between a true value and a value indicator. Basically, when a person's "prize" does not meet all seven criteria outlined below, than that "prize" is a value indicator. Value indicators such as beliefs, feelings, opinions, etc., become true values when they meet all seven criteria. (2:27-37)

Simon's Seven Criteria for Identifying a True Value

CHOOSING FREELY. It must be the individual who freely makes his/her own decisions about drinking, rather than forced on him/her. This would include peer pressure. Since one must live one's decision, it must be one's own to be considered of personal value.

CHOOSING FROM AMONG ALTERNATIVES. All alternatives must be considered when one is making one's decision about alcohol use. This includes whether to drink or not to drink, how much to drink, what to drink, etc.

CHOOSING AFTER THOUGHTFUL CONSIDERATION OF THE CONSEQUENCES OR BENEFITS OF EACH ALTERNATIVE. By telling oneself that one is willing to accept the consequences as well as the benefits of one's decision to drink or not is a tremendous step toward maturity. This could possibly include loss of friends, gaining new friends, personal fulfillment, moments of relaxation, new position of status, traffic violations, accidents, and increased or decreased respect.

PRIZING AND CHERISHING. How comfortable one feels in living with one's decisions is a measure of self-confidence. This does not prevent one from changing an earlier decision. Neither is it encouraging one's evangelizing or broadcasting one's decision about alcohol use. It's one's living with the decision one has made.

AFFIRMING. When one refuses another drink on "the next round" and knows why one did so, one is affirming one's value to oneself.

ACTING UPON CHOICES. As the value is forming, it is reinforced through consistent decisions which become more natural acts than forced acts. The friends one chooses will help reinforce the decision, rather than challenge one on one's decision. The places one visits will generally not conflict with one's life style, but rather support it. Time, money, and energy will be devoted to the reinforcement of the decision.

REPEATING. As one's value becomes a part of one's life style, people observing one will see the decision continuously expressed.

All three factors of the value clarification process are involved in this classification: namely, prize, choice, and action. The sense of permanence is also indicated in this classification. Thus, temporary pleasures induced by an angry mob, although real, fail to meet the criteria for a true value.

SUMMARY

As Equal Opportunity officers/specialists, using the value clarification process allows us to understand that what appears to be dysfunctional behavior on the part of an individual may be caused by a dysfunctional fulfillment of needs. When these needs or wants are not achieved in a functional way, the overt behavior reflects this, since the individual's needs still must be fulfilled. Thus, the value clarification process allows us to realize that through the choice system and a decision-making process, human rights abusers can turn dysfunctional behavior into functional behavior and still meet their needs and wants. Our primary emphasis is dealing with true values, rather than the alleged reason for being prejudice, by using the process of value clarification.

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VALUE DEPRIVATION-ENHANCEMENT CONTINUUM

MOVEMENT TOWARD PATHOLOGY		LOW-VALUE STATUS	MOVEMENT TOWARD FULL POTENTIAL		VALUE CATEGORY
Alienation	Fear	Indifference	Caring	Trust	AFFECTION
Hatred	Suspicion	Withdrawal	Acceptance	Intimacy	
Degradation	Discrimination	Isolation	Self-Esteem	Esteem for Others	RESPECT
Disintegration	Segregation	Inferiority	Identity	Integration	
Incompetency	Non-achievement	Underachievement	Achievement	Competency	SKILL
Failure	Inadequacy	Awkwardness	Adequacy	Success	
Distortion	Confusion	Uncertainty	Awareness	Empathy	ENLIGHTENMENT
Deception	Misunderstanding	Ambiguity	Openness	Sharing	
Resistance	Submission	Conformity	Self-Direction	Cooperation	POWER
Aggression	Coercion	Dependence	Influence	Participation	
Indigence	Non-productivity	Maintenance	Productivity	Abundance	WEALTH
Destitution	Marginal	Subsistence	Creativity	Affluence	
Anxiety	Irritation	Existence	Hope	Contentment	WELL-BEING
Illness	Frustration	Unhappiness	Joy	Health	
Malice	Irresponsibility	Apathy	Responsibility	Integrity	RECTITUDE
Depravity	Unscrupulousness	Negligence	Consideration	Altruism	

ATTACHMENT 1

Social Actions Training Branch
Lackland Air Force Base, Texas 76236

WS 3ALR73430A/30LR7361A/30ZR7364A-II-6-29
August 1976

VALUE CLARIFICATION WORKSHEET

THINGS I LOVE TO DO

INSTRUCTIONS: Code your VALUE CLARIFICATION WORKSHEET - THINGS I LOVE TO DO (Attachment 1) according to the following scheme:

COLUMN A - 20 Different Things you enjoy.

COLUMN B - Put an "R" beside any item involving risk. The risk may be physical, intellectual, or emotional.

COLUMN C - Put an "F", "M", or"FM" beside any item your mother, father, or both parents may have had on a list if they had made one when they were your age.

COLUMN D - Place a "P" or an "A" next to each item. "P" identifies activities which you do with other people, and "A" identifies activities you prefer to do alone.

COLUMN E - Place a + (Plus) beside any item which would not have been on your list five years ago.

COLUMN F - Place a - (minus) next to any item which you think will not be on your list five years from now.

COLUMN G - Go through your list and identify the approximate date (month, year) you last engaged in that activity.

COLUMN H - Place a $ (dollar sign) if the activity cost less than $5.00.

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WS 3ALR73430A/30LR7361A/30ZR7364A-II-6-3
August 1976

VALUE CLARIFICATION WORKSHEET - THINGS I LOVE TO DO

A	B	C	D	E	F	G	H
1.							
2.							
3.							
4							
5.							
6.							
7.							
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HANDOUT

3ALR73430A/30LR7361A/30ZR7364A-III-3-1

Technical Training

Equal Opportunity and Treatment

US DISTRICT COURT ORDER ENFORCING EQUAL OPPORTUNITY IN HOUSING

April 1976

USAF SCHOOL OF APPLIED AEROSPACE SCIENCES
Department of Social Actions Training
Lackland Air Force Base, Texas

FOR ATC COURSE USE ONLY. DO NOT USE ON THE JOB.

Deaprtment of Social Actions Training
Lackland Air Force Base, Texas 78236

HO 3ALR73430A/3OLR7361A/
3OZR7364A-III-3-1
15 April 1976

US DISTRICT COURT ORDER ENFORCING EQUAL OPPORTUNITY IN HOUSING

INTRODUCTION

It is not necessary for the Department of Justice to initiate federal court action in all cases involving housing discrimination. In many instances these cases can be resolved by a formal agreement between the United States (Department of Justice), and the corporation accused of discrimination. This agreement calls for an affirmative actions plan in which the corporation begins a program that will correct or discontinue the illegal practices.

As far as resolution is concerned both parties must agree to the plan, which in turn is monitored by the federal district court system for compliance. Corporations benefit by avoiding the legal expenses of defending their actions before a federal judge. The original complainants by their action of making the complaint with the Department of Housing and Urban Development, have stopped the discriminatory practices through the Department of Justice enforcement federal law.

The following case is a formal agreement by two corporations to end discriminatory practices. It is an actual case; however, the names of the parties have been changed for the purposes of its distribution as training literature. Nevertheless, these agreements are a matter of public record. An exercise is included at the end of the case.

Without any admission on behalf of the defendants as to any violations of the Acts, the defendants are prepared to undertake an affirmative actions program of non-discrimination in housing and employment as hereinafter provided. In view of the willingness of the defendants to take these steps, the United States has agreed not to prosecute the litigation to seek a determination as to whether or not defendants have discriminated in the past. Accordingly, without any adjudication of this cause on the merits, the parties have consented to the entry of this Order, as indicated by the signatures of counsel affixed hereto.

I. PROHIBITIONS

IT IS ORDERED that the defendants, Acquarious Homes Corporation and Satellite Resort Communities, Inc., their subsidiaries and divisions, their officers, agents, employees, successors and those in active concert or participation with any of them*/ be and they are hereby permanently enjoined from:

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*/ The phrase "agents, employees, successors and those in active concert or participation with any of them" shall not be deemed to include independent builders or dealers who purchase housing units or components from Acquarious Homes Corporation or its subsidiaries for resale solely by reason of such relationship, and the defendants shall not be responsible under any provision of this Order for any acts of such builders or dealers.

A. Making unavailable or denying any dwelling**/ to any person because of race, color, religion or national origin.

B. Discriminating against any person in the terms, conditions, or privileges of sale or rental of a dwelling, or in the provision of services in connection therewith, because of race, color, religion or national origin.

C. Refusing or failing to show, sell or rent a dwelling to any person because of the race, color, religion or national origin of persons occupying dwellings in the neighborhood.

D. Making, printing, or publishing, or causing to be made, printed or published, any notice, statement or advertisement, with respect to the sale or rental of a dwelling, that indicates any preference, limitation or discrimination based on race, color, religion or national origin. The defendants shall use no codes or designations that indicate the race or color of prospective purchasers, except to the extent that racial designations are required by law, by any governmental agency or by the records keeping and reporting provisions of this Order, as set forth below.

E. Representing to any person, because of race, color, religion or national origin, that any dwelling is not available for inspection, sale or rental when such dwelling is in fact available.

F. Engaging in any act or practice that has the purpose or effect of discriminating against persons or groups of persons on account of race, color, religion, or national origin, in regard to the solicitation or recruitment of purchasers of any swelling at any residential property owned or operated by the defendants.

G. Failing or refusing to adhere to the United States Department of Housing and Urban Development advertising guidelines, 37 F.R. 6700, which make the use of certain words or symbols presumptively illegal. A copy of these guidelines is attached as Appendix A. Notwithstanding the foregoing, defendants may use their present stocks of advertising materials so long as such materials, where necessary, are overprinted by a hand stamp imprinting thereon the Equal Housing Opportunity logotype and slogan.

**/ As used here and throughout this Order, the term "dwelling" means any building, structure, or portion thereof which is occupied as, or designed or intended for occupancy as, a residence by one or more families, and any vacant land which is offered for sale or lease for the construction or location thereon of any such building, structure, or portion thereof.

IT IS FURTHER ORDERED that the defendant Satellite Communities, Inc., its officers, employees and successors be and they are hereby permanently enjoined from:

A. Failing or refusing to recruit or hire, or discharging any individual, or otherwise discriminating against any individual, or otherwise discriminating against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex or national origin.

B. Limiting, segregating or classifying any employee in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex or national origin.

II. TRAINING PROGRAM FOR EMPLOYEES

In order to assure that their employees understand and adhere to the racially non-discriminatory procedures and affirmative steps described in this Order, the defendants, Acquarious Homes Corporation and Satellite Communities, Inc., shall, within 60 days*/ of the entry of this Order, conduct an educational program for certain personnel, as hereinafter provided, to inform them of the provisions of this Order and their duties under the Fair Housing Act and Title VII of the 1964 Civil Rights Act. Such program shall include the following:

A. A copy of this Order shall be furnished to the following agents and employees of the defendants:

1. all corporate, division and subsidiary officers;
2. all agents and employees who are engaged directly in the sale of dwellings; and
3. all such employees who have hiring responsibility.

A summary of the obligations of the defendants under this Order, in form satisfactory to plaintiff's counsel, shall be furnished to all other employees.

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*/ The activity described in this paragraph shall be taken vis-a-vis new employees within five days of their entry on duty.

B. By general meeting or individual conference, the responsible authorities of the defendants shall inform each such agent and employee to whom a copy of this Order is required to be given of the provisions of this Order and of the duties of the companies and their agents and employees under the Acts. Each such agent and employee shall also be informed that his failure to comply with the provisions of this Order may subject him to dismissal or other disciplinary action by the defendants as well as to appropriate sanctions pursuant to the provisions of this Order.

C. Each agent and employee, to whom this Order requires the defendants to furnish a copy, shall sign a statement that he or she has read this Order and received the instructions described in the preceding paragraph. Similar signed statements shall be required of all such future agents and employees of the company for the duration of the reporting period set forth below.

III. NOTIFICATION OF MARKETING REPRESENTATIVES

The defendants, Acquarious Homes Corporation and Satellite Resort Communities, Inc., shall forthwith notify all independent brokers and other persons or organizations which are now engaged or may in the future be engaged*/ in the sale or marketing of any of Satellite Resort Communities, Inc.'s dwellings and shall:

A. Send each such person and organization a copy of this Order.

B. By general meeting or individual conference, inform all such persons and organizations of their duties and responsibilities under the Fair Housing Act, Title VII of the Civil Rights Act of 1964, and under the terms of this Order, and that failure to comply with this Order shall result in disassociation between the defendants and the persons or organizations.

C. Secure from each such person and from an appropriate representative of each such organization a signed statement that he or she has read this Order and received the instructions described in the preceding paragraph.

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*/ Notification to any person or organization engaged for sale or marketing purposes in the future shall be given within five days of his engagement.

IV. AFFIRMATIVE STEPS TO PROMOTE EQUAL OPPORTUNITY

Provisions Applying to Acquarious Homes Corporation and its Statewide Subsidiaries and Divisions:

The defendant Acquarious Homes Corporation shall exercise its control over its subsidiaries and divisions so that each subsidiary and division shall:

A. Solicit purchasers of dwellings without regard to race, color, religion, or national origin.

B. Place in all its consumer advertising, including billboards, either a statement that it sells or rents dwellings without regard to race, color, religion or national origin, or the Equal Housing Opportunity logotype and slogan.

C. Refrain from using any advertising practice made presumptively illegal by the United States Department of Housing and Urban Development guidelines, 37 F.R. 6700, a copy of which is attached, as Appendix A.

D. Conduct a training program for employees as described in Part II hereof.

E. Post in a conspicuous manner, in each office where solicitation or sale of dwellings is carried on the United States Department of Housing and Urban Development approved notice which indicates that all dwellings are available without regard to race, color, religion, or national origin, and the Deparment of Labor/EEOC (Equal Employment Opportunity Commission) approved notice showing that the defendant is an equal opportunity employer.

The foregoing provisions are not intended to apply to solicitations, advertising practices or other activities of independent builders or dealers who purchase housing units or components for resale.

V. AFFIRMATIVE STEPS WITH REGARD TO SATELLITE RESORT COMMUNITIES REAL ESTATE DEVELOPMENTS

The defendants shall undertake the following steps with regard to Satellite Resort Communities, Inc. residential real estate developments:

A. To the extent that Satellite Resort Communities, Inc. attempts to reach potential customers for the sale of its lots by means of solicitation by direct mail or telephone with occupants of selected geographic area in a city, it shall select such areas on the basis of objective criteria without regard to the race, color, religion or national origin of the occupants of the area, except as provided herein. The objective criteria utilized by defendants shall be reported in accordance with and as a part of Part VI of this Order.

B. After defendants complete the special direct mail solicitation program required by D. of this Part V, if defendant Satellite Resort Communities, Inc. wishes to terminate its other direct area solicitation programs entirely, it shall first give counsel for the United States a notice of such decision at least sixty days in advance of the proposed effective data thereof, and within thirty days thereafter, counsel for the United States shall notify defendants of any objectives are not resolved informally, the United States may, at any time prior to the proposed effective date, bring the matter before the court for a hearing.

C. Notwithstanding any other provision of this Order (except the provisions of D. of this Part V), defendants need not solicit any person whose objectively determined economic circumstances make him an unlikely purchaser. Objective criteria as to required economic circumstances shall also be reported in accordance with Part VI. In selecting persons to be solicited, defendants shall not discriminate on the basis of race, color, religion or national origin.

D. Within sixty (60) days after the entry of this Order, Satellite Resort Communities, Inc. shall initiate a special direct mail solicitation program in the following cities in the State of Texas, namely, Laredo, Del Rio, Dallas, Fort Worth, Houston and San Antonio. This special sales solicitation shall include a direct mailing to all householders in such cities who are listed as owning an automobile and having a telephone and who reside in census enumeration districts in which the median family income is at least $10,000 and the Black population (according to 1970 census statistics) is at least 20%. In addition, Sattelite Resort Communities, Inc. shall include in such special direct mail solicitation every census enumeration district in such cities which includes one or more census blocks in which (according to 1970 census statistics) 50% or more of the residents are Black and in which either

1. the average value of a home in 1970 was $20,000.00 or more; or

2. the average monthly apartment rent was $140.00 or more per month.

E. Within a period of twelve months following the entry of this Order, the defendant Satellite Resort Communities, Inc shall place at least two one-quarter page newspaper advertisements for its Canyon Lake development and two such advertisements for its Gulf Bay development in the newspapers serving the Black population in each of the following cities in the State of Texas, namely, Laredo, Del Rio, Dallas, Fort Worth, Houston and San Antonio. At least twenty-four such separate advertisements shall be placed during the twelve month period.

F. The defendant Satellite Resort Communities, Inc. shall include in all future written and pictorial advertising relating to its real estate developments at Canyon Lake and Gulf Bay which appear in the public media, brochures, pamphlets, and billboards, the Equal Housing Opportunity logotype and slogan promulgated in the Department of Housing and Urban Development Advertising Guidelines for Fair Housing, 37 F.R. 6700. All advertising by Satellite Resort Communities, Inc. for its real estate developments shall conform to these advertising guidelines; provided, however, that, in the light of current design requirements, particular to Satellite Resort Communities, Inc., said defendant shall not be required to use any particular size for the Equal Housing Opportunity logotype so long as it is used in a reasonably prominent fashion. Defendants shall require that its independent sales representatives and other persons with whom they enter into advertising agreements will undertake to comply in all respects with the foregoing requirements.

G. In all future advertising by means of television, brochures, pamphlets and newspapers in which defendant Satellite Resort Communities, Inc. considers it appropriate to depict human models, Black persons as well as white persons shall be depicted in accordance with 37 F.R. 6700. If during the next two year period following the entry of this Order, defendant Satellite Resort Communities, Inc. proposes to substantially reduce the overall quantity of such advertisement depicting human models from the quantity used in 1972 (as to which counsel for the plaintiff has been advised), defendant shall first give plaintiff's counsel reasonable notice of the proposal and an opportunity to object to it. Notwithstanding the foregoing, said defendant may use up its present stock of such advertising materials if it overprints such materials by a hand stamp imprinting thereon the Equal Housing Opportunity logotype.

H. Six months after the entry of this Order, counsel for the parties hereto shall confer to determine the effectiveness of the defendants' affirmative action program and to determine whether the program should be continued or modified.

I. The defendant Satellite Resort Communities, Inc. shall contact the persons and organizations listed on Appendix B and inform them of its real estate developments and distribute to them current advertising and promotional material regarding these developments. Copies of such communications shall be sent to the attorneys for the plaintiff.

J. The defendant Satellite Resort Communities, Inc. shall recruit Black and other non-white employees at all levels of employment with a view to achieving an integrated work force at the earliest practicable date. Pursuant to this program, the defendant shall forthwith contact logical sources of Black and other non-white employees within a reasonable distance of each office at which they recruit and inform them of the defendant's affirmative program to recruit Black and other non-white employees and purchasers. The parties have agreed that the groups or persons listed in Appendix B shall be sufficient logical sources of such employees. As to all openings for wich the defendant is recruiting, the communications to these sources shall include a brief description of the jobs performed by employees of the defendant, and the qualifications required for each job. In recruiting and hiring Black employees, the defendant shall not require that they possess qualifications for any job or position more exacting than those which were in effect with respect to white employees prior to the institution of this action.

K. The defendant Satellite Resort Communities, Inc. shall recruit assign, promote and transfer employees without regard to race, color, religion, national origin or sex and shall endeavor to place Blacks in supervisory and professional positions as vacancies for which they are qualified arise.

VI. REPORTING

For a period of two years, the defendants shall file quarterly reports with the Court and serve copies thereof on the plaintiff. The quarterly reporting periods shall end on the last day of the months of March, June, September and December, and the reports shall be filed and served within thirty days following the end of the reporting periods.

The first quarterly report shall be for the quarter ending September, 1975 and shall cover the period from the date of this Order to the end of September, 1976. Such reports shall contain the following information regarding Satellite Resort Communities, Inc. real estate developments:

A. The number of purchasers of lots at each of the Satellite Resport Communities developments, by race, during the preceding three months of the year; each non-white purchaser to be identified by name and address.

B. The number of persons, by race, who inquired in person regarding the purchase of lots at any Satellite Resort Communities development at any offices of the Satellite Resort Communities or of any independent sales representative. The name, address and telephone number (if given) of each such Black person, and the date of inquiry, shall be included, as well as an indication whether such person purchased a dwelling or not.

C. Representative samples of newspaper and other advertisements and promotional literature, including radio and television.

D. A detailed description of defendants' efforts to reach potential Black purchasers, including therein the names and addresses of Black persons personally contacted by employees of defendant Satellite Resort Communities, Inc and by its sales representatives.

E. The defendants shall maintain and make available to the plaintiff for inspection and copying at all reasonable times, all records*/ required to be kept by this Order which relate to the sale, rental or solicitation of any dwelling, and shall cause its sales representatives to do the same. The plaintiff shall accomplish the inspection and copying with a minimum of inconvenience to the defendant and its representatives.

IT IS FURTHER ORDERED THAT copies of the non-discrimination statements by employees and certificates of independent sales representatives as required in Articles II and III of this Order shall be furnished plaintiff with the first report due for the quarter ending September, 1975. If any present or future employee of the defendants, or any of their sales representatives, refuse to sign such statement, the defendants shall include in such report a full statement of all pertinent circumstances and of any action taken by them in relation thereto.

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*/ The term "records" includes all papers, correspondence, accounts, ledgers, applications, credit reports, offers, leases, contracts, notes, memoranda, and other writings which constitute or contain information bearing on the defendants' obligations to report to the court.

IT IS FURTHER ORDERED that all steps required to be taken by this Order shall be taken no later than sixty days after the entry of this Order, unless otherwise herein specified.

IT IS FURTHER OREDRED that sixty days after the entry of this Order, the defendants shall file with the Court, and serve on counsel for the United States a report enumerating the preliminary steps they have taken to implement the provisions of this Order including ocpies of all signs, brochures, and pamphlets, copies of all advertisements placed in public media, copies of the signed employee statements and a copy of the marketing program required by this Order.

VII. PROCEDURES FOR DEFENDANTS TO SEEK MODIFICATION OF AFFIRMATIVE ACTION PROGRAM

In the event that the defendants determine that the implementation or effect of one or more of the provisions of this Order is either (1) resulting in resegregation, rather than desegregation, of any of their housing developments or buildings or portions of the street grid therein, or (2) having a materially adverse effect upon the sales or rentals respecting one or more of such housing developments, then the defendants shall confer with plaintiff, on fifteen (15) days' written notice, specifying the nature of such resegregation or adverse sales or rental results and suggesting such modifications of this Order as the defendants deem necessary to implement it without such results. Such modifications may include, but need not be limited to, suspension for a period of time of portions of this Order, modification or notice or advertising requirements, or modification of the objective criteria for rejecting applications. In the event the plaintiff objects to such modifications, then the defendants may bring the matter before the Court for a hearing as soon as possible.

VIII. INFORMAL PROCEEDINGS TO RESOLVE COMPLAINTS

During the effective life of this Order, should the plaintiff have a complaint against the defendants arising out of the reports furnished pursuant to this Order, or should plaintiff complain that defendants are not complying with this Order, or should a complaint by the prospective purchaser or any other person be brought to the plaintiff's attention, the plaintiff shall furnish to the defendants pertinent information regarding the alleged discrimination, including where appropriate the name of the person allegedly discriminated against and a brief description of the nature and substance of the complaint, including the date of the alleged incident, its location, and the name of the employee or employees of the defendants involved in the incident.

Thereafter, the defendants shall have thirty (30) days from the date notice of such complaint is received by the defendants to investigate the complaint, and if the complaint is determined to be valid, to advise the plaintiff of what steps have been taken to correct the conditions leading to such discriminatory handling or treatment; or if the complaint is determined to be invalid, to advise the plaintiff of the basis for determining such complaint to be invalid, before the plaintiff may apply to this Court with any motion for an order to show cause or any other motion to compel compliance with this Order. Where it appears that a lapse of thirty (30) days would effectively preclude corrective action by the Court, the plaintiff may apply for supplemental relief at any time after advising the defendants in writing of the alleged violation.

Two years after the entry of this Order, the defendants or any of them may move to vacate this Order and, if the plaintiff does not within thirty (30) days of receipt of such motion, interpose an objection, such motion shall be granted without further hearing by the Court.

Each party shall bear its own costs.

The Court retains jurisdiction of this action for all purposes.

ORDERED THIS 15th day of August, 1975.

/s/
UNITED STATES DISTRICT JUDGE

For the Plaintiff:

/s/ Abraham Washington
United States Attorney

/s/ Enid Montgomery
Attorney
Department of Justice
Washington, D.C. 20530

/s/ Shaphire Collins
Attorney
Department of Justice
Washington, D.C. 20530

For the Defendants, Acquarious Homes Corporation and Satellite Resort Communities, Inc.

/s/ Memoth Johnson

/s/ Sallerine Moomo

Both of the firm of Moses, Jones & Johnson
19912 The Life Building
Slapback, Mississippi 10231

Name ____________

Group _____

QUESTIONS

1. Who are the defendants in this case?

2. What are the prohibitions against the first corporation?

3. (True or False) The defendants are required to educate their employees on the contents of the 14th Amendment to the U.S. Constitution?

4. (True or False) A copy of this order must be furnished to certain officers and employees?

5. (True or False) The defendants are required to admit their guilt?

6. In addition to receiving a copy of this order, marketing representative must be told of the provisions of what federal Act?

7. What Affirmative Actions steps apply to Acquarious Homes?

8. What Affirmative Actions steps apply to Satellite Resort Communities?

9. (Fill in the blanks) Reports must be filed by the corporation to the Court every _____ months for a period of ___ years.

10. (True or False) The appropriate federal agency has the right to inspect all records required to be kept under this order?

11. If another complaint is received the particular corporation is notified by the Department of Justice. How long does that corporation have to investigate the complaint?

12. (Select the right answer) After two years the corporations may move to vacate the Order. Who retains Jurisdiction in this matter?

a. The United States Attorney
b. The Department of Justice
c. The Federal Court
d. The Housing Referral Office

PART II - TEACHING GUIDE

INTRODUCTION (3 Minutes)

ATTENTION

The Social Actions secretary has just informed you that Sgt Levitz has made an appointment to see you at 1000 hrs. She didn't say what she wanted to talk about but emphasized that she wanted to see someone in EOT. You're new on the job and this is your first client. You wander to yourself - "What do I do when she gets here?"

MOTIVATION

1. Much of our work in EOT involves talking to people and how we communicate affects our credibility. How we conduct our interview influences our success or failure in helping people. And this is what we want to cover today - interviewing skills.

2. Interviewing is not "just talking" or idle conversation. It involves techniques which enhance our ability to get pertinent information, and to help people help themselves.

3. This involves getting information so we can work an EOT case or refer people to the correct agency that can assist them. It also involves helping people deal with their feelings. Many times a person who is experiencing discrimination may feel hurt, helpless, and angry about the injustice of her/his situation. We also need to realize that a client may be experiencing the trama of making a complaint and the consequences of what others may see as "making waves."

4. Although we're not therapists or counselors, we are helpers, and its those helping skills we want to talk about.

OVERVIEW

Highlight the main topics.

TRANSITION

As you can see there is a lot of material to be discussed. We're going to begin with the purpose of the interview session because once you understand this you'll see how the rest of the material supports the purpose.

BODY (4 Hrs)

PRESENTATION

4a. Given a role-playing situation, satisfactorily conduct an initial interview in accordance with the criteria listed in the Initial Interview Performance Test.

1. Purpose for the interview: As EOT people we want to help people help themselves in resolving their problems. Their problem may be EOT related, but if not we may have to refer them elsewhere. When an individual first comes to our office she/he may not know exactly what her/his problem is. Consequently, to get sufficient information to assist the client, we help the client EXPLORE, UNDERSTAND, AND DECIDE ON SOME ACTION.

a. EXPLORE: The client must explore where she/he is at present. The client cannot make a decision or move toward a goal unless she/he knows what is happening right now. The client must know what the specific problem is before she/he can take action to change/improve the situation. Thus, the EOT interviewer helps the client in self exploration.

NOTE TO INSTRUCTOR:
Emphasize identifying specific areas(s) of concern and then work with that problem(s).

b. UNDERSTAND: In exploring self, the client is trying to understand where s/he is in relation to where s/he wants to be. "The only purpose of exploration is understanding." (Carkhuff, 1973). Help the client put her/his experiences into perspective and understand her/his situation more fully.

c. ACTION: Self-understanding is not enough. The client must act upon the understanding. Thus, the client acts upon HOW TO GET FROM where s/he is,to where s/he wants to be. The more accurately a person understands her/him self the more constructively s/he can act for her/him self and toward others. Thus, we are talking about CONSTRUCTIVE ACTION.

EXAMPLE:

NOTE TO INSTRUCTOR: Use Sgt Levitz as an example. Use your imagination on where she works, etc. Emphasis should be on how she works through what her problem is exactly, what she wants to do about it and then who can help - EOT or some other agency.

EVALUATION

1. What is the purpose of the interviewing session?

2. Explain each component (3).

RESOURCE FOR THIS SECTION:

Carkhuff, Robert R., THE ART OF HELPING, AN INTRODUCTION TO LIFE SKILLS, Human Resource Development Press, Amherst, Mass., 1973.

TRANSITION: Now that you understand what the interview session is about, you ask - HOW can I help the client reach her/his action goal? Before we get into the actual techniques, we need to look at several factors which affect your selection for techniques and other wise influence the communication between you and your client.

2. The factors that influence the interviewing session.

a. Introduction: There are many factors which influence the interview. Some factors are under our control and others are not. We're going to cover 4 factors: client characteristics, the physical setting, use of space (proxemics), and interviewer attitudes and behaviors. We cannot control our client's background - we take whoever comes in. However, the other 3 factors are somewhat under our control; to what degree depends upon our facilities and our own awareness.

b. 4 factors that influence the interview session:

(1) Client Characteristics

(a) People come to EOT for many reasons, to be helped, get information, to be rescued, to get revenge, to escape responsibilities, etc.

(b) People will have their own beliefs, values, and behaviors:

- stereotyping
- racist/sexist attitudes
- religious/non-religious, etc.
- angry, sad, withdrawn, etc.

(c) Clients will also come with expectations of EOT. Some people think we're an action agency and can MAKE an individual STOP discriminating. They may think that we can get their APR's pulled or get them into a new AFSC.

(d) Whatever the reason or expectation the clients have, the interviewer must approach each person as an individual. Find out why the person has come to EOT, observe the behavior of the client, and know our own limitations.

(2) Physical Setting

(a) Facilities should be designed for comfort and relaxation.

1 Pictures, carpets, plants, etc. help create an unhurried climate in which the person may express her/him self.

2 Furniture should be harmonious and comfortable.

3 Light, quiet colors are used to give feeling of friendliness.

4 If you pay attention to these details, you may help ease the client's tension and develop feeling of warmth and eventually help develop rapport.

(b) Privacy

1 The most important prerequisite of the physical setting is privacy. If confidence is to be secured, client should be secure in knowing that s/he will not be seen or heard by peers, supervisors, or others. Thus, the purpose of privacy is to help client be more open and honest with you. (Sherzter/Stone, 1974, p 256).

2 Although we do not have priviledged communications we must let the client know her/his information will only be discussed with people who have a "need to know."

3 This privacy will aid in making the client feel secure and will increase your credibility. (Sherzter/Stone, 1974, p 56)

(3) Use of Space (Proxemics)

(a) Definition: The way people place themselves and spatial features around themselves and how these arrangements affect their behavior.

(b) In physical terms the use of space is simply the distance that people maintain in their face-to-face interactions BUT -

(c) In psychological terms, the use of space consists of MEANINGS attributed to relationships between people and their surroundings.

1 An example of the physical arrangement is actually how close two people stand to each other while talking with each other. The MEANING of the distance depends on their relationship and their culture.

2 Each of us has a "personal space" - an invisible bubble around ourselves which we don't like intruded upon without invitation.

3 Each of us has our own personal boundary but there are also cultural patterns that affect the handling of personal space and interpersonal distance.

If someone sits at the same table in the library you tend to move your books.

4 Somner's research in 1959 showed that distance implies remoteness and detachment, while closeness implies feelings of attraction and pleasantness.

Appropriate interpersonal distances vary with cultures. Most USA citizens feel comfortable at 3 feet during social conversation. In some South American countries the social distance is under 2 or 3 feet.

(d) The research in use of space is still scarce. However, one study was conducted to determine if desk position influenced high and low anxiety subjects' perception of the interviewer's crediability. In half the interviews the interviewer sat facing the client with no desk between. The results: Highly anxious clients rated the interviewer higher with no desk between. The low anxiety clients rated just the opposite.

(e) From this research we can see that the way we seat ourselves can influence how people perceive us. Remember, different people come to us for various reasons and we may want to keep this in mind when arranging our furniture.

(f) The ideal way is to have no barriers and this is the way we'll test you.

(g) These may seem trivial, but the feelings a client may have after an interview are often connected to how the use of space of the situation affected her/him as well as how the verbal exchange went. (Myers/Myers, 1975, pp 152-153).

RESOURCES FOR THIS SECTION:

Myers, Gail E. and Myers, Michele T., COMMUNICATING WHEN WE SPEAK, McGraw-Hill, New York, 1975, pp 149-154.

Shertzer, Bruce and Stone, Shelley C., FUNDEMENTALS OF COUNSELING, Houghton Mifflin Co., Boston, 1974, pp 254-255.

(4) Interviewer Attitudes and Behaviors

(a) AWARENESS OF SELF

1 Your attitudes, how you approach the client, whatever

We should do everything to provide comfortable and well arranged furniture. One way to become aware of the influence of furniture arrangement is to pretend you're the client and sit in various positions, where do you feel comfortable, tense, or relaxed?

you do influences the interviewing session. You must understand yourself and how you communicate with people of similiar or different beliefs and values.

2 Example of what can happen if you're not aware of your attitudes and subsequent reactions to the client's behavior.

a Interviewer may "turn off" or "block" client's responses.

b Let's say that you recognize some anger feelings in your client but you do not respond. There are many reasons why you may do this:

- You're afraid the client may leave if you confront the anger.
- You may not trust your judgement and be afraid you'll turn off the client by your inappropriate responses.
- You may fear that if you confront the anger the client may have more intense feelings and you don't feel capable of handling them.
- You may also become angry and you don't know how to handle your anger in front of the client.

3 There are, of course, more reasons, but as you can see if you do not know how to handle your feelings you can hinder the client. The client may really need to get rid of some anger, frustration, etc, and if you have not already confronted yourself you will be less helpful to the client.

Do you stereotype, display racist/sexist behavior, do you have "realistic" expectations of clients? Do you have non-verbal behaviors that help/hinder the development of a working relationship?

4 There are other topics which may elicit feelings from the interviewer which could block communication - some are: sex, self-worth, achievement, etc.

(b) HELPFUL ATTITUDES AND BEHAVIORS TO DEVELOP.

Research and working theories show that successful counselor and interviewers display several specific behaviors and attitudes that positively influence their success. We're going to discuss 6 areas which are essential to successful interviewing.

NOTE TO INSTRUCTOR: You can tie in here Block's I and II work on personal growth and development, know self, etc. Get students to participate in further examples of importance of self-knowledge and how that relates to helpfulness as an interviewer.

1 WARMTH. Warmth is the degree to which you communicate your caring about the client. Warmth is seldom communicated by itself and is frequently included in empathetic responses. (G, W, C, 1975, p 83) Warmth is crucial in building a climate of acceptance, support and interpersonal trust. (Johnson, 1972, p. 86.) We show our warmth through acceptance and attentiveness.

a. Acceptance Definition: Acceptance is respect for an individual as a person of worth. It is not agreement. Characteristics of acceptance:

- You're willing to allow individuals to differ from one another in all sorts of ways.
- You realize that each person is growing (changing) each day. (Client will not always have one mood, attitude, etc.)
- You are non-judgemental toward client.
- You set no standards or conditions on client before you'll help the individual.

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- You accept yourself. Thus, your continuing personal and professional growth is important. (Shertzer/Stone, 1974, p. 262.)

b Attentiveness

Definition: Skill of listening, observing, and responding to what you have come to know and understand of the thoughts and feelings of the client. Characteristics of attentiveness:

- Listen
- Observe
- Concrete Response - Specific and accurate responding:
  - Helps you stay close of client's feelings and thoughts.
  - Eliminates misunderstanding and permits client to correct distortions of her/his expressions.
  - Encourages client to concentrate attention on specific problem areas.

(1) Communicate attentiveness through nonverbals:

- Maintain eye contact during most of the interaction.
- Use moderate level of speaking.
- Appear relaxed and at ease with self.
- Face the helpee.

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- Open posture.

- Lean toward the client.

- Facial expression congruent with client's feelings.

(2) Communicate attentiveness through verbals:

Specific and accurate restatement or reflection shows client you're listening and "tracking" with her/his thoughts. (This moves into understanding and will be discussed at length in another section.)

2. EMPATHY

a. Definition: Putting yourself in the other person's shoes. The ability to "sense" the client's emotions and thoughts and then make the client aware that you understand her/his thoughts, feelings, and actions. Empathy is NOT sympathy. Sympathy means that you experience the same emotions as the client. Empathy means you understand how the other person feels. You are non-judgmental. It does not imply agreement.

3. How to communicate empathy:

- Listen to what client says about how she/he feels. Observe non-verbal behavior.

- Think of words that represent the client's feelings, situation, and behavior.

Examples of empathetic response:

Client: I don't know what to do! I'm angry and scared at the same time. One of the men in the shop is always belittling me. He says things like "just like a woman", or "what else can you expect from a girl". I've told him I don't like what he says. I'm afraid to go to our supervisor because he and this guy are friends.

Interviewer: I hear that you're angry and afraid. It seems one of the men in the shop isn't respecting you as a person. You're also reluctant to go to the supervisor because he and this other man are friends and you're not sure how the supervisor will react. I'm wondering if you also feel hurt?

Analysis: This response lets the client know that you've heard her situation and how she feels about it. By further questioning about

- Use those words to tell the client that you understand her/his feelings and situation.

- Your non-verbals greatly affect how the client perceives you as empathetic or non-empathetic. Non-verbal behaviors will be discussed separately.

3. GENUINENESS

a. Definition. Congruence - being yourself, honest and authentic; being aware of your own feelings and communicating them if appropriate.

b. Owning your feelings. Often, we overlook the fact that the interviewer also has feelings that enter into the helping relationship. Just as your responses have an impact on the client, what the client says sometimes has an effect on you.

c. As you listen to a client you may "tune out" the person, find yourself not liking a client, or wanting to make the client feel better instead of reflecting his/her painful feelings. Each of these experiences could stem from feelings that were stimulated in you by something the client said.

d. The first step in owning your feelings is to be able to recognize your feelings and understand where they come from. The following questions may help you own your feelings:

What is the client saying?

What impact is the client having on me?

feelings you may be able to help the client understand and accept her own emotions. Once this is handled she can move on to further analyze her situation and work out a solution or plan of action.

NOTE TO INSTRUCTOR: Refer to hand out on phrases to begin empathetic responses.

What am I thinking?

What am I feeling?

What kind of feeling labels can I put on those emotions?

What are the sources of those feelings?

Have I ever felt that way before?

Do I want to say anything to the client?

e. When what a client is saying has an impact on you as an interviewer, it is sometimes difficult to keep listening, hear the client accurately, or respond effectively. This is called an interviewer roadblock.

f. The most difficult skill involved in owning your feelings, after recognizing your feelings and the roadblock they create for you as an interviewer, is moving around the roadblock whenever they occur. Sometimes you may recognize your feelings but choose not to share them with the client. At other times, you will decide to share your feelings. The criterion you should use is the extent to which your expressing your feelings will enhance or retard the helping relationship. To do this you will have to assess the effect of the roadblock created by your feelings.

EXAMPLE:

CLIENT: The Air Force stinks. All I've got from it is trouble. The rules are ridicules and the pay is terrible. I could be making more in my old job.

INTERVIEWER: Why'd you come in the first place?

ANALYSIS: Response was defensive and judgemental.

NEW REPLY
CLIENT: Same

INTERVIEWER: (To self) My stomach's in a knot.

(To self) I like the Air Force and when I hear people complain about it I get angry and hurt.

(NEW RESPONSE) It sounds like you're disappointed in the

Air Force. You mentioned having trouble and I'm wondering if you're confused on how to handle it.

ANSLYSIS: Can you tell the difference? In the interviewer's first response, she/he wasn't able to get in touch with her/his feelings and become aware of the roadblock before she/he responded. in the second case, she/he was able to recognize her/his feelings (anger and hurt), see the roadblock they created, and move around it. She/he listened to the rumbling in her/his stomach and then was able to respond to the client's feelings instead of her/his own.

g. If the roadblock is significantly affecting your ability to listen you will have to remove the roadblock by expressing your feelings, without taking the focus from the client's immediate concern.

Examples:

#1; The interviewer owns feelings of confusion and asks for clarification:

CLIENT: I can't seem to get out of this depression and confusion. Well, its not a depression because ...anyway, working and then going to school at nite...I never...uh ...I don't know...and my super hassels me...man, maybe I should just go AWOL.

INTERVIEWER: I'm really feeling confused. You seem to be jumping around, and I am having a hard time following you.

#2. The interviewer owns her/his feelings of being pressured, rejected, seduced, threatened, intimidated, or attracted to the speaker. This describes the client's affect on the interviewer and how the resulting interviewer's feelings get in the way of working on the client's problem.

CLIENT: I want you to give me some answers right NOW! That's why I came here.

INTERVIEWER: (To self) I feel like I'm getting a lot of pressure to solve the client's problem.

Response: I'm feeling a lot of pressure from you to find some quick answers. I want to check that out with you because it seems to be getting in the way of your working on your problem.

#3. The interviewer owns feelings created by identification with the client's concern. This clears the air and keeps the interviewer from focusing on her/his own feelings or problems.

CLIENT: I just don't know what to do. I feel that my supervisor either ignores me or makes fun of my accent. I'm recently from Puerto Rico and working very hard on my English but he doesn't seem to care about effort - only results. I'm angry!

INTERVIEWER: (To self) Wow! My brother's supervisor does that to him too. I'm so far away I feel helpless and confused on how to help.

Response: That puts me in touch with a lot of hurt and anger. My brother's in a similar situation at another base. I can really hear you feeling hurt and confused on how to handle the situation.

h The key to all of this is to continue the focus on the client. If the roadblock is effecting your listening, you must decide if sharing your feelings will enhance or hinder the session. The session is for the client to work our her/his problem, not for you to work on yours at the client's expense.

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4. UNDERSTANDING

a. Definition: Ability to grasp or comprehend the meaning of what the client is saying. In other words, you ask yourself, "what is the client telling me, am I following the client's line of thought?"

b. How to show understanding:

- Reflecting back the client what she/he's said.
- Responding to undercurrents (implied thoughts and feelings).
- Responding to non-verbals.
- Asking questions which help clarify.

5. NON-VERBAL BEHAVIOR

a. Non-verbal signals include tone of voice, body movements, gestures, clothing and accessories, and a whole range of messages conveyed by touch. These non-verbal cues are strong indicators of our real feelings and they will reinforce or contradict our verbal communication. However, caution must be used when "reading" non-verbals because various nonverbals can have different meanings and they can frequently contradict the verbals. Thus, we need to check out their meanings.

Components of nonverbal communication:

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b. Paralanguage

- tone
- pitch

voice quality

- emphasis and inflections
- Breaks or pauses
- speed
- loud/soft

c. Gestures - used to convey a message or to emphasize a point/thought.

-Convey a message

- can stand alone.
- accompany an oral message.
- Types:

Hands - wave hello/good-bye; shake hands.

Head - shake yes/no

-Emphasize a point or thought-timing is important - if timing is off, the gesture may seem insincere. Example: Pounds fist on table after you've made strong statement.

d. Facial expressions and body movements:

-May be conscious

- Smile at friend.

- Frown with displeasure.

-May be unconscious - especially when we try to hide a feeling we give ourselves away.

- move toward/ away from person.

- body tense, relaxed, slouched in chair.

-May be misinterpreted BUT still INFLUENCIAL.

e. Object Language

Definition: The meaning of the objects we surrounded ourselves with, like clothes, jewely. decorative objects in our office, etc. These say something because they represent to some extent deliberate choice we have made.

- People can make wrong assumptions from a quick look at physical appearance, BUT outward signs do communicate messages. (Myer/Myer, 1975, p. 149.)

- Examples:

posters, school certificates, credentials, etc. Ash tray, kleenex available.

6. RAPPORT

a. Definition. An appropriate working relationship that is established and maintained between the interviewer and client.

b. Purpose: to enable client to examine self and concerns, achieve better understanding of self and relations/connections with others.

c. Rapport is more than pleasant greeting and putting client at ease. Rapport is intangible entity of pleasantness, confidence, cooperation, sincerity, and interest.

d. All these qualities are difficult to measure, impossible to "turn on" in a mechanical way and difficult to develop through a "bag of tricks".

e. However, there are qualities and techniques that will foster rapport building:

- Your competence will foster client confidence.

- Convey acceptance and attentiveness through facial expressions and gestures, asking pertinent questions, restate client thoughts/feelings, summarize. This shows interest, understanding.

f. Most of all - be sensitive to client's needs, moods, and conflicts.

EVALUATION

1. What client characteristics might you want to be aware of?

2. What is the significance of the physical setting?

3. How can the use of space affect the interview?

4. What is the important of self-awareness?

5. How can you convey acceptance/ empathy?

6. What nonverbals may affect the interview?

TRANSITION: We are now ready to get to the "meat" of the interview. We have discussed factors that influence the session. Let's now talk about how to respond to client thoughts and feelings.

3. HOW TO RESPOND TO CLIENT THOUGHTS AND FEELINGS.

a. Feelings

(a) We've already talked about verbals, nonverbals, and feelings but let's take a closer look at all three and see how they tie together and how you can learn to read them and respond to them.

(b) Clients use all of the verbal and nonverbal modes to tell the interviewer about their problems. Emotions that go along with their story, enrich and modify their message. Clients tell the interviewer the events and their reactions to those events.

(c) Cues, like clenched teeth and trembling voice can have various meanings. As an interviewer you need to be able to make reasonably good guesses about the client's underlying emotion.

(d) There are many different kinds of feelings but most can be placed into one of three areas: affection, anger, or fear. We're going to look at each area and see what kinds of words and nonverbals behavior would indicate these feeling.

1. Affection:

- Definition: feelings that reflect positive or good feelings about oneself or others. There are several subcategories:

Enjoyment	Competence	Love
beautiful	able	close
good	can	friendly
nice	great	like
triffic	smart	need
satisfy	respect	care
	worth	want
		choose

Happiness	Hope
cheerful	luck
content	try
excited	guess
happy	wish
dig	want

- Example of behavior that indicates affection:

-Corners of the mouth turn up to produce hint of smile.
-Eyes widen slightly.
-"Worry" wrinkles disappear.
-Absence of body tension.
-Arms and hands moved in an open-palm gesture of acceptance.

2. Anger

- Definition:

Anger represents an obstacle to be relieved or removed in some way. Anger often represents negative feelings about oneself and/or others. Different conditions can elicit anger; frustration; threat: competition, jealousy, and crossed hopes.

fear: may be concealed as an outburst of anger. Anger is a defensive reaction because a person doesn't feel safe enough to express fear.

hurt: anger may be used to cover-up hurt. Beneath strong, aggressive outbursts are often deep feelings of vulnerability and pain.

There are 4 subcategories:

Attack
argue
attack
compete
criticize
fight
hit
hurt
offend

Grimmness
dislike
hate
nasty
disgust
surly
serious

Defensiveness
against
protect
resent
guard
prepared

Quarrelsome
angry
fight
quarrel
argue
take issue
reject
don't agree

- Examples of behavior that suggest anger:

-Body becomes rigid and tense or there are gross changes in body position or movement.

-"Hitting" which is "fault-finding" verbal/attack.

-Foot tapping, finger drumming.

-Crying.

-Vocal qualities: Voice becomes louder or may shout. Pitch becomes higher or lowered or more controlled.

3. Fear

- Definition: negative feelings about something or someone that results in need to protect oneself. Fear is a person's reaction to some kind of danger to be avoided. Often this reaction is a withdrawal from a painful or stressful situation, from one's self or from other people and relationships.

- Fearful persons may be isolated, sad or depressed.

- Five categories of verbal cues that suggest fear:

Fear	Doubt	Sadness
anxious	failure	alone
bothers	flunk	depressed
concerns	undecided	dismay
lonely	mediocre	disillusion
nervous	moody	discouraged
scare	puzzled	sad
tense	stupid	tired
upset	unsure	unhappy
		weary

Pain	Avoidance
awful	flee
hurts	run from
intense	escape
unpleasant	cut out
uncomportable	forget
aches	avoid
torn	

- Examples of behavior that suggest fear:

-Mouth may hang open wide as in shock.

-Furrow between the eyebrows.

-Avoidance of direct eye contact.

-Body may be still or draw back.

-Jerky, trembling body movement.

-Hands teghtly clasped.

-Leg swinging, for tapping, playing with ring, hair twisting.

-Vocal qualities: Breathing rate more shallow. Grammatical errors. Repetitions.

Attack
argue
attack
compete
criticize
fight
hit
hurt
offend

Grimmness
dislike
hate
nasty
disgust
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-Vocal qualities: Breathing rate
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Grammatical
errors.
Repetitions.

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stutterings.
Speed faster.
Subdued and
monotone.

b. Thought

(a) After the client states her/his situation/problem, the interviewer, through questions and statements, helps the client work through her/his priorities and alternatives.

(b) Choosing alternatives - As an interviewer, by choosing to discuss or focus in on one area of interest over another, you influence the course of the session. You must be aware that the way you question a client can move the client away from or toward her/his real concern.

-Example of interviewer selecting an alternative:

CLIENT: "My supervisor is thinking about changing my work schedule. I like the night shift because all I have to do is work with numbers. I don't have to answer phones, or talk to anyone. I'm my own boss. I don't want to move."

INTERVIEWER: "You like being your own boss."

-Analysis of exchange:

- The client was sending several Messages:

  --I like the night shift.
  --I like being my own boss.
  --I don't want to move.

- The interviewer picked up on one message. If the interviewer had responded to any of the other messages the course of the session would have been different.

NOTE TO INSTRUCTOR: Have class explore course of events if interviewer had responded to other messages.

- This example has illustrated that what you respond to influences the course of the session.

TRANSITION: Now that we've seen what we respond to influences the session let's explore how to respond to client statements in order to focus upon or get specific information from the client.

1. There are many ways to respond but we'll focus on 4 techniques that will help you get information from the client, help the client focus on her/his real concern, and also handle some of the feelings the client may be experiencing. The four techniques are SILENCE, REFLECTING, PROBING, CONFRONTING.

(a) Silence. For many interviewers silence can be frightening. It seems when there is silence, the focus of attention is on them and their most glaring weaknesses are revealed. As a result, they tend to say something, anything, to prevent silence. Frequently, a question of no consequence is asked and while the client is replying the interviewer is getting ready for the next question. Clients also perceive silence as a threat and they also want to fill the gaps by talking. Because clients react this way you can use silence as an interviewing technique and also as a way to respond to the client.

(1) Interviewer use of silence.

- Encourages client to talk.

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—Client responsible for topics.

--Interviewer gets information from client.

- Do not respond to client's rhetorical, rapid-fire questions--put burden to talk back on client.

- Slow down pace of interview--permit client time to gain understanding of her/his feelings.

(2) Client use of silence.

- Client examining self--seeking self insight or absorbing new insight.

- Client considering new direction.

- Client wants to avoid issue.

(b) Reflection/Restatement. Definition: A repetition, by the interviewer, of all or a selected protion of the main thoughts or feelings expressed by the client.

- Shows client interviewer is actively listening.

- Mirrors back to client her/his statements so she/he can "look at" what she/he's saying.

Examples:

CLIENT: "I'm hoping to get a different AFSC in June."

- This technique should be used with other techniques.

(c) Probe. You will initially find it hard to ask questions that focus on the client and that do not allow the client to answer "yes" or "no".

(1) Definition: Probing questions start with WHAT, WHERE, WHEN, HOW AND WHO.

(2) Use of probing questions.

- To obtain specific, identification data/ or objective information from client like when filling out forms asking about specific events.

- To clarify

  -- If client is vague or evasive, get clarification.

  --Important to identify specific problem in order to solve it.

(3) Just as with reflecting, this technique should be used along with others.

INTERVIEWER: "You're hoping to get a new AFSC."

CLIENT: "I like people but I sure get tired to them."

INTERVIEWER: "You like people but you also get tired of them."

Examples:

"What do you like about it?"
"What's keeping you from doing it?"
"How do you feel about it?"
"When do you feel that way?"

(d) Confronting. **Definition:** A deliberate challange of inconsistencies in the client's verbal and/or nonverbal behavior.

(1) Purpose: To help client examine the consequences of her/his behavior and to help the interviewer clarify what the client means.

(2) Mechanics of confronting:

- a confronting statement usually has two parts--"you said" and "but look".
- the "but look" presents the contradiction or discrepancy.

Examples:

"You say women should be given equal opportunity but you say you won't work for one."

"You say you're comfortable but you're tapping your foot and frequently looking at your watch."

"You say the situation is not bothering you but you're here in my office wanting advice on 'what to do'".

Sometimes the first part "you said" is implied:

CLIENT: "The situation doesn't really bother me."

(3) Confronting should be done in such a way to help client examine behavior not defend it.

INTERVIEWER: "But you're here, talking to me about it."

(Resources for this section: Hackney and Nye, 1973, pp 94-96; Johnson, 1972, pp 159-161.)

c. The same techniques are used for responding to thoughts and feelings, but let's look at reflecting feelings a little more in detail. There are two levels of feelings to be reflected: stated and implied.

(a) Stated message: Overt stated feelings.

Examples:

CLIENT: "I feel really mad that you interrupted me."

INTERVIEWER: "You're very angry about being interrupted."

(b) Implied message: Covert, not openly stated.

Examples:

CLIENT: "I think my husband and I have a really neat relationship.

INTERVIEWER: "Your relationship is important to you."

CLIENT: "I feel like I have to be so responsible all the time."

INTERVIEWER: "I'm picking up that sometimes you'd feel relieved just to forget all that responsibility--to say 'to hell with it' and really let go."

EVALUATION

1. How can interviewers use silence to their advantage?

2. What are the uses of probing questions?

3. What's the purpose of confronting?

4. How can you let your client know you understand her/his feelings?

TRANSITION: You now have the basic information on techniques of interviewing which you will have to practice. We are now going to talk about the specific procedures for handling an EOT or referral case.

4. Procedures for Initial Interview.

a. Opening:

(1) The opening may be very simple and forthright.

Examples:

"How may I help you?"
"What brings you here today?"

(2) Don'ts for interviewer:

- "What's your problem?" Sets client up to have problem.

- Small talk--client may start this to help reduce anxiety. Let client finish but don't encourage. Interviewer should NOT initiate it.

b. Determine if EOT related.

(1) Listen attentively and with empathy.

(2) Ask probing questions.

(3) Explain scope of EOT.

(4) Explain your note taking.

5. Procedures if EOT complaint.

(a) Brief client on: (This is review from previous lecture).

(1) AF Form 1587--go through entire form.

(2) Privacy Act Program, AFR 12-30.

(3) Freedom of Information, AFR 12-30.

(4) EOT lacks privileged communication--we tell only those with a need to know.

(5) Client responsibility for truthfulness of statements.

(6) Verification process explained.

(b) Get written statement

(1) Client must make written complaint in own words.

(1) If complainant refuses to make statement:

a. Think about it and come back later.

b. Drop complaint.

c. Help client through alternatives of not filing complaint.

(c) Review form for completeness, accuracy and readability.

(1) Names, dates, nature of problem.

(2) Specific information.

(d) If portions of complaint are difficult to understand, EOT may want to paraphrase complaint:

(1) Have client read and sign paraphrase.

(2) Attach paraphrase to original complaint.

(e) Remind client of verification process and let her/him know when you'll contact then concerning progress on the complaint.

(1) Refer to other agencies if other help is needed.

(f) Interviewer must elicit summary from client:

(1) Client summary only: "What have you accomplished from our session today?"

(g) Closure

Simply let client know you are finished.

6. Referral procedures

a. Reasons for referral

(1) Not EOT matter--this is the most frequent reason for referral.

(2) Complaint is beyond your capability. However, even EOT clients may be helped by us and also referred to other agencies that will give them further help on EOT or on different matters. AF policy is beyond your capacity The OPR would be contacted and the EOT complaint worked through the OPR channels.

(3) Matters normally handled by another agency--on or off base.

b. Actions to take if Referral.

(1) Determine which agency would be most appropriate to assist the client.

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(2) Explain the referral.

a Explain to client EOT charter and why her/his problem can be worked by another agency.

b Ask client if she/he has any objections to the agency you recommended and explore options.

(3) Brief client on same factors as above.

a Explain AF Form 1587 to client and why we ask referrals to fill out forms.

(4) Give name of agency, phone number, and name of person to see or make appointment as necessary.

a Shows concern.

b Helps client have definite office/person to see.

(5) Elicit summary from client

(6) Closure

(7) Follow up.

EVALUATION

1. How can small talk be handled?

2. To whom and why do we brief the Privacy Act Program?

3. Why do we "bother" with referrals?

4. When would you refer a client to another agency?

APPLICATION

1. After conclusion of the lecture, have students meet in small group for interviewing practicum.

2. Have each student practice using roles provided.

EVALUATION

1. Have each student conduct an interview for evaluation using roles provided.

2. Evaluate student performance IAW Initial Interviewing Techniques Performance Test Checklist.

CONCLUSION (5 Minutes)

SUMMARY

1. Review the main points of the lecture.

a. Purpose of interview session.

b. Factors that influence the session.

c. How to respond to client thoughts and feelings.

d. Procedures for initial interview.

2. Review any areas of concern or lessons learned during practicum.

REMOTIVATION/CLOSURE

Effective interviewing is a critical skill for EOT people. Thoughts and feelings should be addressed to help the client through the complaint process. Referral clients also have concerns which need to be addressed. The way you treat all clients will be spread across the base. Concern for everyone is essential to your credibility.

HO L3ALR73430A/
L30LR7361A/L30ZR7364A-III-4-1
26 June 1978

Social Actions Training Branch
Lackland Air Force Base, Texas

Problem Resolution

INTERVIEWING TECHNIQUES

OBJECTIVES

Given a role-play situation satisfactorily conduct an Initial Interview in accordance with the criteria listed in the Initial Interview Performance Test.

Given a role-playing situation satisfactorily conduct a verification interview in accordance with the criteria listed in the Verification Interview techniques performance test.

INTRODUCTION

This handout is a supplement to the lecture on initial interviewing. Included are words which may be verbal cues to certain feelings, phrases which can be used to show empathetic understanding, and guidelines for questions. This material should be understood and used during the initial interviewing practicum. It is hoped this information will be integrated into the student's personal interviewing style.

INFORMATION

VERBAL CUES TO FEELINGS

Although there are many different kinds of feelings, most feelings that we identify by words fit into one of three areas: affection, anger, or fear. Following are lists of subcategories of these three major areas.

Affection. Affect word cues that communicate the general feeling of affection may be subclassified into five general areas. Some examples of these word cues are:

Enjoyment	Competence	Love	Happiness	Hope
beautiful	able	close	cheerful	luck
enjoy	can	friendly	content	optimism
good	fulfill	love	delighted	try
nice	great	like	excited	guess
pretty	wonderful	need	happy	wish
satisfy	smart	care	laugh(ed)	want
terrific	respect	want	thrill	
tremendous	worth	choose	dig	

Anger. Verbal cues which suggest anger may be classified into four general categories. These are:

Attach	Grimness	Defensiveness	Quarrelsome
argue	dislike	against	angry
attack	hate	protect	fight
compete	nasty	resent	quarrel
criticize	disgust	guard	argue
fight	surly	prepared	take issue
hit	serious		reject
hurt			(don't) agree
offend			

Fear. Verbal cues that suggest fear may be classified into five general categories. These are:

Fear	Doubt	Sadness	Pain	Avoidance
anxious	failure	alone	awful	flee
bothers	flunk	depressed	hurts	run from
concerns	undecided	dismay	intense	escape
lonely	mediocre	disillusion	unpleasant	cut out
nervous	moody	discouraged	uncomfortable	forget
scare	puzzled	sad	aches	
tense	stupid	tired	torn	
upset	unsure	unhappy		
		weary		

Resourse:

Hackney, Harold and Nye, Sherilyn, Counseling Strategies and Objectives. New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1973.

PHRASES THAT ADD VARIETY TO INTERVIEWER RESPONSES

There are many ways to say the same thing. The lists below suggest different ways to begin a sentence in which you are responding to what the client has told you. Always communicate in a word style that is natural for you--never try to sound like someone else. Put as much variety into your style as you can--it makes it more interesting for the listener. Use the lists below for ideas about additional ways to add variety to your communication patterns.

1. Phrases that are useful when you trust your perceptions are accurate, and the client is receptive to your communications include:

You feel...
From your point of view...

It seems to you...
In your experience...
From where you stand...
As you see it...
You think...
You believe...
What I hear you saying...
You're...(identify the feeling; for example, angry, sad, overjoyed)
I'm picking up that you...
I really hear you saying that...
Where you're coming from...
You figure...
You mean...

2. Phrases that are useful when you are having some difficulty perceiving clearly, or it seems that the client might not be receptive to your communications include:

Could it be that...
I wonder if...
I'm not sure if I'm with you, but...
Would you buy this idea...
What I guess I'm hearing is...
Correct me if I'm wrong, but...
Is it possible that...
Does it sound reasonable that you...
Could this be what's going on, you...
What I'm picking up is...
From where I stand...
This is what I think I hear you saying...
You appear to be feeling...
I somehow sense that maybe you feel...
Is there any chance you...
Maybe you feel...
Is it conceivable that...
Do you feel a little...
Maybe this is a longshot, but...
I'm not sure if I'm with you, do you mean...
I'm not certain I understand, you're feeling...
It seems that you...
As I hear it, you...
...is that the way it is?

Resourse:

Gazda, G.M., Walters, R.P., Childers, W.C., Human Relations Development, A Manual for Health Sciences. Boston, Mass.: Allyn and Bacon, Inc., pp 67-68, 1975.

GUIDELINES FOR QUESTIONS

- Ask only one question at a time.

  Ask: When did you start using drugs?

  Not: When did you start using drugs and how has your problem been complicates since you started?

- Keep questions simple. Use understandable language and avoid words that have double meanings.

  Ask: What would be the positive and negative aspects of this alternative?

  Not: Can you consider the dichotomy of propitious and deleterious aspects of that trip?

- Keep questions brief. The general rule is that a question be no longer than one sentence, with not more than one sentence preceeding it. If the question is longer, the speaker will most likely find it difficult to remember the entire question or will only answer part of it. Your first sentence may do one or all of the following: set the context for the question, provide a rationale for it, or motivate the speaker to respond to it. Here is an example.

  First sentence: Earlier you said that whenever you tried to talk to your father about this he had a negative reaction.

  Question: What were some of the negative feelings you got from him?

- Be specific. State the time, place or context you want the speaker to consider.

  Ask: How did you feel when your brother refused to help you pay for your son's operation?

  Not: How would you describe your relationship with your family?

- Ask questions in terms of the speaker's immediate experience rather than in terms of generalities.

  Ask: How did you respond when you realized that your wife resented your asking her to help in making that decision?

Not: How do you react to people not wanting to help you?

- If the question asks for criticism, give the speaker an opportunity to voice the positive aspects before asking for the negative aspects.

  Ask: What are the good aspects of your telling your employer you need a leave of absence: (Wait for an answer, then ask for the negative aspects.)

  Not: What do you stand to lose by asking your boss for a leave of absence?

- Ask "what" or "how" questions instead of "why" questions to avoid "because" responses or responses that are vague and defensive.

  Ask: What are some of the things that cause you to avoid solving your problem?

  Not: Why don't you solve your problem?

- Ask questions that keep biased or built-in answers to a minimum.

  Ask: How would you describe your feelings about maintaining this problem situation?

  Not: You seem to have some pretty self-defeating attitudes about your problem, don't you?

- Avoid questions that ask for a simple yes or no answer.

  Ask: Have you thought about what you will do should this alternative not work out?

  Not: Will you start using dope again if your plan falls through?

Resourse:

Dendy, R.F. (Ph.D.) and Gillispi, B.J., Counselor Training: Short-Term Client Systems, National Drug Abuse Center for Training and Resourse Development, 1977.

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WORKBOOK

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Technical Training

Equal Opportunity and Treatment

HELPING RELATIONSHIP INVENTORY

April 1976

USAF SCHOOL OF APPLIED AEROSPACE SCIENCES
Social Actions Training Branch
Lackland Air Force Base, Texas

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2 April 1976

HELPING RELATIONSHIP INVENTORY

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INSTRUCTIONS—PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchanges between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Using the separate answer sheet, ***arrange these responses in the order of your preference***, using the following code:

_1_ for the response you would be most apt to favor
_2_ for the response next most desirable to you
_3_ for the next
_4_ for the next, and
_5_ for the response that least represents your preference.

Example:

1. Woman, Age 26
"I'm planning the menu now. What kinds of foods do you like?"

_3_ a. Pizza and other Italian foods.
_1_ b. Steaks and hamburgers.
_5_ c. Salads and vegetables.
_2_ d. Desserts.
_4_ e. Spanish cooking.

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same *type* you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

**EXTRACTED
FROM
PFEIFFER & JONES**

The Helping Relationship Inventory was adapted by permission by John E. Jones from the Counseling Procedures Pre-Test, by E. H. Porter, *An Introduction to Therapeutic Counseling*. Boston: Houghton Mifflin, 1950.

1. Woman, age 47. Quite tense.

"I really don't know what to do. Ah,—I really don't know whether to go back to teaching school. It gets on my nerves so—I can't hardly stand it. I've got a good salary. Or else make a clean break and really do the thing I'm interested in. (Slight pause.) But that would mean starting in at the bottom with a very small salary and I wouldn't know whether I could do that or not."

a. Could you tell me a little more about your new field of interest? It is quite important that we think about this clearly.

b. Well, before you jump into something new, you should be very sure that it is really worthwhile and will provide at least the security and feeling of contribution that teaching brings you.

c. Well, now, possibly I can help you with that decision. Probably you could take some tests which will furnish you with some idea as to whether you might expect to be successful in the line of your new interests. And maybe we could explore some of the things which give you dissatisfaction in your teaching work.

d. This indecision of yours is an understandable thing and stems from the conflict between your uncertainty over the new line of interest and your mixed feelings of dissatisfaction with the teaching job yet hesitance to leave the security which it affords.

e. It's really a tough decision, isn't it? Whether to take the risks of starting out in a new field or to stick by the security of the irritating teaching job.

2. Girl, age 19.

"I tell you I hate my father. I hate him! I hate him! I hate him! And there's no reason for it. He is a minister—a good and righteous man. He has never laid a hand on me, but I have this terrific feeling against him. And it makes me feel so terrible because—There's no reason for it. It's a sin to hate your father, especially if you don't have any reason for it. I—It worries me."

a. Of course you feel guilty about hating him so, especially since you can't put your finger on what he has done to make you hate him. And then, too, even though you see only your hatred of him you'll find that underneath it all you have some love for him, and this plays a part in your feelings of guilt.

b. I guess everyone at some time or another goes through a period when they hate one or both of their parents. It's really not at all uncommon. Most people find that they can work out some way of getting along until things settle down.

c. This is certainly something which you will want to get cleared up. Happy relationships with parents are too constructive a thing to a person, not only now at your age, but in the future as well; you won't want to jeopardize what it can mean to you.

d. It worries you that you should hate your father without reason and yet feel sinful for hating him.

e. I think we ought to get to the root of that worry. Tell me about your father—all about him. You say he's never laid a hand on you, but maybe he has *not* let you do a number of things *you* wanted to do. Can you think of anything along that line?

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3. Man, age 30.

"I have the queerest feeling. Whenever anything good happens to me, I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle, and I stood around for weeks before I got up enough courage to ask her for a date and she said yes, and I couldn't believe it! I couldn't believe it so much that I didn't keep the date!"

a. You've got to grow up, fellow, and get a little more realistic about women. They're human, too, you know, and want dates just as much as you do.

b. It just doesn't seem real when something good happens.

c. You have probably denied to yourself so strongly that anything good could happen to to you that when it does it seems unreal.

d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me more about what you mean when you said, "Whenever *anything good* happens to me?"

e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself, really. I think we'll be able to get to the bottom of it all right.

4. Man, age 59.

"I couldn't let my son help me now that I'm down and out. I've got that shred of pride left. Because you see I remember when he was a kid I didn't turn my hand to help him. I traipsed around the country. His mother died when the kid was born—And I let the relatives push him around and stuck him in foster homes, and now—It certainly was like a knife stuck in me when we met the other day and he said, 'We can make a go of it together, Dad, I've got a little money saved up.' No. No, I won't let him do it. I will clear out of here. It'll be hard, but—I haven't done *one* thing for him—Or anyone else, for that matter."

a. Have you investigated the possibility of an old age pension? Possibly something could be worked out there that wouldn't make it necessary for you to impose on your son or accept help from him.

b. What was your married life like? Had you and your wife planned for a child?

c. Your behavior in the past makes you unworthy of the help your son wants to give you now; is that what you mean?

d. Have you thought about what it will mean to your son if you don't let him do this thing which he wants to do for you?

e. I see what you mean. You feel that you don't deserve the help he wants to give because in the past you did nothing to earn it. And your statement that you never have done anything for anyone else makes it look as if it might be a real problem to you to accept responsibility *for* helping others and to accept help *from* others.

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5. Man, age 35.

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I don't mind climbing over a few people who get in my way, because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to *be* somebody."

a. You see yourself as a deeply ambitious person; is that it?

b. This driving ambition may stem from a need to attack other people.

c. What do you suppose is behind this strong determination of yours to get ahead?

d. It is possible with your drive that you could be successful in a number of fields.

e. Strong ambition can be a real asset to any man. You say you don't mind climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

6. Man, age 21.

"Shall I marry her? Or shall I think of *my* future? If a fellow is going to think of his future —if he's got ambition and drive to get ahead—he's got to be hard—and forget all about sentiment. But I do love Marie. I really do. And she's been my inspiration. If we broke off, I don't know what I'd do. I don't know whether I should be able to do a thing. I don't know. On the other hand, I can't afford advanced study and marriage too. And Marie says if we can't get married now she isn't willing to wait—I don't know what to do. I love her, but if she loved me, would she say, 'Now or never.'? That's the thing I can't answer."

a. That is, you can't decide whether to marry and risk your future or whether to plan for your future and risk losing out on the marriage. They seem so dependent on each other.

b. It is not really so much of a problem of indecision between marriage and vocational plans as it is the deeper problem of whether you should be dependent upon your own self approval or dependent upon her approval of what you do.

c. I am wondering if you can't have both the career and marriage. Have you two discussed ways and means of increasing your income by extra work or by her working? Most universities or schools would cooperate with you. And besides, there just isn't time for expensive entertainment among married students working their own way. There would not be the demand for social activities that you might expect to find out in a community.

d. I think you have got to take into account how Marie will feel if you go ahead and decide to follow your studies and not get married now. What will it do to her? The decision you make ought to take into acount what is best for both of you.

e. I think you may have hit on something significant there: how much she loves you. Could you tell me a little more about that? How she acts toward you and your ideas?

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7. Girl, age 29.

"I'm afraid to be alone. I really am. I'm afraid I'll kill myself and I don't want to, but I get so depressed. I get caught in a terrific clutch of fear. It's unreal, but it's there. And I get so worked up I could scream. I want to get outside and I'm afraid to go out in case I run in front of a car—and I'm afraid to stay in. I'm afraid of myself. I'm afraid to go to the doctor and get an examination. I'm afraid he'll tell me it's cancer. My mother had it. My grandmother, my aunt. I've lived with it all my life, and it's hell. And when this first came up—See, I break out in a sweat just talking about it. Is there any help?"

a. Aside from your fear, have you experienced any symptoms which lead you to think you really might have cancer?

b. This terrific fear just never lets you alone.

c. If you have any reason at all to think that you might have cancer, you really should try to control your fear enough to have a medical examination.

d. Would you like to try this: whenever you experience one of these fears call me on the telephone, either here at the office or at home, and talk it over with me? Talking it over oftentimes helps a person to get a grip on himself.

e. My guess is that if we trace these fears a bit we'll find that they are not as real as you feel them to be. I think you are punishing yourself for something about which you feel pretty guilty.

8. Woman, age 30.

"I've lived in this town for ten years now, and in the same apartment for seven years, but I don't know anybody. At the office I just can't seem to make friends. I just freeze up. I try to be nice to the other workers, but I feel all stiff and uncomfortable inside. And then I tell myself that I don't care. People aren't dependable. Everyone is out for himself. I don't want any friends. And sometimes I think I really mean that."

a. Well, I'll tell you what you can do. You can join a small social group at the "Y." Quite a few people go there who have difficulty in making friends. Most want to start out by taking ceramics, leather tooling or some other handicraft. This gives them something to do as a basis and permits them to make friends slowly and at their own pace. How does that sound to you?

b. Possibly if you could tell me a little more about how you go about trying to make friends we could get a clearer idea of what is involved.

c. It's gone on so long it almost has you convinced—is that what you mean?

d. Maybe your not wanting friends is just to protect you from something else.

e. There are a number of things that you might do to learn how to make friends, and the sooner you start the better.

9. Man, age 42.

"But can't you tell me what to do? Can't you make a few suggestions? I'm willing to do *anything*, but I just don't know which way to turn. I'll work *hard* to help myself, if you'll just tell me whether you think it will help me or not. And whether you think I can get over this personality problem. If you'll just tell me what to do, I'll be so grateful to you."

a. Maybe one of the important parts of your situation is that you don't have real confidence in yourself. Do you see?

b. Really, it's not so important what you do so long as what you do is a product of your own self-dependence. You've got to learn to do the things which are good and right because *you* feel they are, not *me*.

c. I gather you just don't feel capable of working this out yourself?

d. Before it would be possible to answer any of your questions satisfactorily I'd have to have quite a bit of information about you, about your family, your childhood, your work, your relationship with your wife and so forth.

e. Well, you've really asked for a lot there, all right. I think I can best answer you in this way: We'll work together talking over these things that bother you. You'll think of some things and I'll think of some things that maybe you've missed. And maybe between the two of us, we'll get to the bottom of all this and figure out a path for you to follow that will solve most if not all the problem. I wouldn't worry too much about it. I think we can be fairly sure of making headway.

10. Man, age 35.

"I expect that if I took this job, with the understanding that I'd be given the opportunity to prove my value to the firm—And had a chance for promotions—Yes, I believe that's the soundest way to go about it. It's not as spectacular as I would like to have it. No, I don't really want a spectacular job anymore—just a good solid job with a future. Yes. I'll take this job and discuss my plans with the boss quite frankly and honestly. Then my wife and I can get some feeling of permanence and we can buy a home and really think about the future here in this city. The kids need an anchor, too. They haven't had that—but from now on we are all going to have our feet down on solid earth."

a. That's fine. The long way around can be the short way home. I think you've really got your feet on the ground now for sure. The kind of thinking you're doing is certainly the most constructive.

b. That sounds good to me. I hope you can sell the boss on it.

c. I'm wondering if you've investigated the promotional policy of the company to see if the path you want to follow is the one most likely to lead to promotion?

d. Of course! As you get older you react more to the pressure for security.

e. It may not be spectacular, but I gather the soundness of it is what really appeals to you.

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11. Man, veteran, age 30.

"What's the use of anything? No one plays fair and square with a guy. The fellows who stayed at home got all the plums. They all took advantage of us while we sweat it out at the front. I hate their guts—every one of them. They are all double-crossers. And my wife—"

a. You started to say something about your wife?

b. You feel they took advantage of you and it really makes you boil.

c. You get angry when you see people trying to take advantage of you.

d. I understand how you feel about that, but it's going to block you from getting ahead if you don't try to get away from it.

e. You've got lots of company with your anger. It's justifiable in so many cases.

12. Man, age 33.

"I tell you I am in one hell of a fix! I'm in love with the swellest girl on the face of the earth, and she loves me. I'm sure of that. But I'm not worthy of her. I can't ask her to marry. I've got a criminal record. She doesn't know about that. But I know it'll come out some day. No, I couldn't marry and have children. I've got a record that proves to the world that I'm a first class s.o.b."

a. Well, it would certainly be unfair to her to marry and to discover about your past later. Don't you almost have to tell her about it now?

b. You feel afraid to face her with your record because she might turn you down, and you just couldn't stand that.

c. Could you tell me a little as to why you're so sure that she wouldn't be able to accept you if she knew about your past?

d. Possibly if you were to have her come in to see me I could talk with her and lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.

e. You see yourself as unworthy of her beyond all shadow of a doubt.

13. Man, age 27.

"I've come to the conclusion that if I'm not happy in the work I'm doing, then I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. *Now* I think I'd be a lot happier if I chucked the whole thing and entered this other field—even if it does mean starting at the bottom and working my way up—"

a. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate; is that it?

b. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.

c. Have you thought of the possibility of working out a combination line? It seems a shame to just toss out all you've lined up so far.

d. You've decided that you'd do better to change.

e. How much study have you given this new field?

14. Girl, age 23 (physical handicap).

"I can't do any of the things my sister does. I can't dance or go riding or date the boys. I'm a– I look at Charlene, and I wish I was her. You can't know the feeling I get deep inside me. I want to be able to have pretty clothes like hers and to go out and have a good time. It makes me sick inside me. But she can't help it. She was born that way. And I can't help it because I was born this way—And I get this feeling. I *love* my sister. Really I do—But I just cried and cried—until I was sick. I want the things other girls have. I can't help it. I'm only human. I know it's a sin to feel as I do. But she has *everything* and I have nothing."

a. Since you aren't going to be able to engage in physical activities as your sister does, I'm wondering if there aren't some other sources of activities which might be satisfying.

b. I can appreciate why you'd envy her so, but since you can't compete with her, it's not much use in using up your energies with envy. You've got to buckle down and build a world that satisfies you.

c. In other words, you feel envious of your sister because you can't compete with her, and you feel guilty about your envy because you love your sister too.

d. I'd like to get a better idea of just how you react to her directly and how she reacts to you in some of these situations.

e. You say in one breath that you envy your sister. You say next that you love her. Now couldn't your feelings of guilt be due to these conflicting feelings?

15. Man, age 27.

"I got out of the Navy last month and I thought, 'Now what?' I looked for a job, and right there I ran into a snag. I couldn't make up my mind what to do. I thought I ought to go back to school and finish up, and I thought I'd be happier if I signed up for more Navy, and then I looked for a job and nothing stood out as a clear choice. Everything looked good and everything looked bad, and I felt— Well, what the hell? Am I going nuts? Am I always going to be so messed up inside of me that I won't be able to move in *any* direction?"

a. You're wondering just what's at the bottom of it all.

b. Let's go ahead and discuss some of the things—why don't you want them and why do you want them—maybe we can find a clue that will point out the answer.

c. I think your criticism of yourself is a little harsh. Thousands of G.I.'s have felt the way you do.

d. No, I don't think you need to remain messed up or really that you're messed up now. You're confused, yes, but if you set your mind to it, you'll overcome your confusion and move ahead in a more natural manner.

e. You're confused, and alarmed with your confusion. This is to be expected when you suddenly find yourself facing the necessity for making decisions after a long period of having even minor decisions made for you.

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16. Man, age 35.

"I know I could make a success of that business. All a person needs is a little overall vision, some common sense, and the courage to try it. I've got that. So— If I could just get ahold of the cash— I'd sure take the plunge."

a. If you'd think it wise I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.

b. That's fine! One must feel sure of himself if he expects to make a go of something. To go into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.

c. If you could get the cash to start, you feel sure you could make a go of it.

d. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly assurance follows.

e. Have you figured out what the risks are as yet?

17. Girl, age 18.

"Oh, I couldn't work through my problem without help. You ask me questions and tell me— Because I wouldn't be able to— Honestly— I haven't got any idea how to go about it. I don't want to— It's like down at the office, I can't go ahead on my own. I just can't. I want to be told. Then it's not my fault if things go wrong— And they could go wrong— Because I don't know how things should be done, I feel so helpless."

a. You say it's not your fault if things go wrong even after you've been told what to do. Can you tell me what you mean there?

b. You feel that you just aren't capable of doing things unaided.

c. We'll need to work on building up your self-confidence.

d. Well, I could suggest some of the things you might talk about here in our interview and some of the things you might think about between interviews. I might also suggest some things for you to do about your office work that ought to make it a little easier for you.

e. You feel dependent upon someone else for nearly everything you do, don't you? And it probably makes you panicky when people throw you on your own, too. But when people tell you what to do you don't have to assume the real responsibility and hence it's not your fault if things go wrong. They just didn't tell you enough.

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18. Man, age 46.

"Well, this new man came into the company. He's a big shot. Has all the answers. Thinks he's going places. But, by God, he doesn't know George P. Quipenque! I'll get ahead of him if I have a stroke trying!"

a. You feel that you must be out in front. That it is really important to you to be the better man.

b. It's a fine thing to try to get ahead, but do you think that by starting out with such an attitude toward him you're going at it right?

c. And that will probably take a lot of careful planning and thinking. You'll want to go carefully.

d. You feel like this man is trying to get ahead of you.

e. Why is it so important to you to want to get ahead of this man?

19. Woman, age 30.

"It's not that I don't want to do something about it, I just— Well— I know what I *ought* to do, but for some reason or other I just—can't do a thing."

a. Maybe if we talked over what you've thought of doing we could figure out what is best to do. It's possible that the answer is something new.

b. Let's try to get at what's behind this blocking. Tell me more about it.

c. Behind this blocked feeling you're experiencing is a conflict in your desires: you want to and you don't want to.

d. You're blocked by something and you don't know what it is, is that what you're saying?

e. Are you sure you know what you ought to do? It seems to me that if you really had a clear idea of what you ought to do, you'd be able to go ahead.

20. Man, age 60.

"I've got it all figured out. There's nothing for me to live for any more. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all, put a bullet through my brain. And rest in peace."

a. You feel there's nothing left in life for you.

b. When things add up for a person like they've added up for you it really does make it tough to face. And sometimes there doesn't seem to be a way out. Yet— I think that we may be able to find a way out.

c. How long have you felt this way, may I ask?

d. Escaping is one way, all right. But have you thought of what it would mean to your children to have you commit suicide?

e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

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21. Woman, age 43.

"I've decided that this is not going to help me. All it does is make me realize what *I* have to do, and I'm sick of taking responsibility. I don't think I'll come back any more."

a. Of course it has to be your decision. I can't force you to come. But you certainly aren't going to settle anything by backing away from it.

b. This has been too painful to you and now you want to escape the situation which produces the pain.

c. It just doesn't seem to fill the bill for you.

d. I'd like to know what your thinking has been in coming to this decision.

e. Sometimes taking responsibility can be a pretty demanding thing. Possibly if you decided to continue coming we could reach a point where you enjoyed responsibility.

22. Man, age 41.

"I've been married four times and each time I've thought, 'Boy, this is the real thing!' But none of them has ever been like this girl. She's the most beautiful girl you ever saw. And dance! And she dresses like a million dollars. She's out of this world!"

a. You're ***really*** enthusiastic about ***her***.

b. How does she compare with your other wives? How did you feel about them before you married?

c. If she's anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.

d. You may be making the same mistake again.

e. You're looking for some sort of ideal woman, and the only way you can identify her is through her physical appearance.

23. Man, age 29.

"I keep remembering how I walked out on Mary and the two kids. Five years ago—The law never caught up with me. I thought I was pretty smart. But now—God, was I a heel! I don't see how I could do it. And I'm so ashamed I can't look people in the eye. Now I can't find her—not a trace. Her relatives won't tell me where she is. I tell you, I'll *never* have any self respect. Never! And I—I don't know what to do—or how I can even *try* to rectify my big mistake. I don't know—!"

a. There are a number of things you might do to try to find her. You could list her as a missing person and get police help. You could get a private detective agency to handle it for you. You might even be able to get a court order that would force the relatives to give her address.

b. When did you decide that you wanted her back? Tell me about the circumstances.

c. The hopelessness there seems pretty clearly connected with the feeling of guilt.

d. Are you at all sure that you should try to go back to her? If you left her once maybe you'd do it again. Possibly you just didn't get along at all well and you were forced to leave her.

e. As you see it then, your behavior is just plain unforgivable.

24. Man, age 39.

"There is no other way to handle this than to destroy them completely. Remember this man was supposed to be my best friend, and he took my wife away from me. And after the divorce he married her. And then he pushed me out of the business. But I've got the evidence to ruin him. I could clean him out, and put him behind bars for the rest of his life. (Laughs bitterly.) Wouldn't that be something? My ex-wife married to something kept behind bars and not a dime left to live on?"

a. Your desire to destroy them seems to me to be largely a desire for revenge. It may have grown out of the rejection and denial you experienced from both of them.

b. Wanting to get even is understandable, but don't you think that is going pretty far? I certainly wouldn't do anything I'd regret later.

c. You want them to suffer at your hand just as they made you suffer at theirs.

d. After all that I can see where it would be really satisfying to see them suffer.

e. Has anyone else ever crossed you like that: in business, among your friends, when you were a kid in school?

25. Girl, age 28.

"I just looked at her. She isn't so attractive as I am. She isn't smart. And she has no style. And I asked myself, 'How does she fool so many people?' Why can't they see through that sticky-sweetness? She can always do a job in a hurry. Everyone is always admiring the way she does things, and I can't stand it. It just makes me sick. She has everything I want. She got my job. She got Bill—took him right away from me. And then denied it. When I put it to her, I just told her what I thought and she said, 'I'm sorry.' But, well, I'll show her!"

a. Is she pretty much like the other girls with whom you've been thrown in contact?

b. You feel that she always gets what you really should have.

c. It sounds to me as if you're taking a pretty strong attitude against her. We all have prejudices against people, but they seldom, if ever, do us any good.

d. You've got a case of plain, old-fashioned jealousy brought on by being thrown into contact with someone possibly a little more capable and slicker than yourself.

e. It sounds like you've had some rough treatment from her. She might see it differently, though.

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HELPING RELATIONSHIP INVENTORY
ANSWER SHEET

Name ____________________

Group ____________________

Date ____________________

	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

HELPING RELATIONSHIP INVENTORY
SCORING SHEET

Name ______________________________

Directions: Transfer your responses from the answer sheet to this form, being careful to note that the response options are in a different order on the scoring sheet. Next, add the five columns on the left to get your scores on the odd-numbered items. Do the same for the even-numbered items. Copy the score for the "odds" under the scores for the "evens" and add them together to get your five total scores on the HRI.

1.	____ e	____ a	____ d	____ c	____ b
3.	____ b	____ d	____ c	____ e	____ a
5.	____ a	____ c	____ b	____ d	____ e
7.	____ b	____ a	____ e	____ d	____ c
9.	____ c	____ d	____ a	____ e	____ b
11.	____ b	____ a	____ c	____ e	____ d
13.	____ d	____ e	____ a	____ b	____ c
15.	____ a	____ b	____ e	____ d	____ c
17.	____ b	____ a	____ e	____ d	____ c
19.	____ d	____ b	____ c	____ a	____ e
21.	____ c	____ d	____ b	____ e	____ a
23.	____ e	____ b	____ c	____ a	____ d
25.	____ b	____ a	____ d	____ e	____ c

••••••••••••••••••••••••••••••••••••••

Odd ____ ____ ____ ____ ____

Check: The total of these five scores should equal 195.

2.	____ d	____ e	____ a	____ b	____ c
4.	____ c	____ b	____ e	____ a	____ d
6.	____ a	____ e	____ b	____ c	____ d
8.	____ c	____ b	____ d	____ a	____ e
10.	____ e	____ c	____ d	____ b	____ a
12.	____ e	____ c	____ b	____ d	____ a
14.	____ c	____ d	____ e	____ a	____ b
16.	____ c	____ e	____ d	____ b	____ a
18.	____ d	____ e	____ a	____ c	____ b
20.	____ a	____ c	____ e	____ b	____ d
22.	____ a	____ b	____ e	____ c	____ d
24.	____ c	____ e	____ a	____ b	____ d

••••••••••••••••••••••••••••••••••••••

Even ____ ____ ____ ____ ____

Check: These five scores should add up to 180.

Odd ____ ____ ____ ____ ____

••••••••••••••••••••••••••••••••••••••

Total	____ U	____ P	____ I	____ S	____ E

Check: The sum of these total scores should be 375.

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HELPING RELATIONSHIP INVENTORY
PROFILE SHEET

Percentile	Understanding	Probing	Interpretive	Supportive	Evaluative
99	25	34	53	62	55
95	26	45	61	73	66
90	27	50	65	76	72
85	29	53	68	80	77
80	30	55	69	82	80
75	31	58	71	84	84
70	33	60	72	86	87
65	34	61	73	88	89
60	36	63	75	89	92
55	39	64	76	90	93
50	41	66	77	91	94
45	45	68	78	92	95
40	48	69	80	93	97
35	52	71	81	95	98
30	56	73	82	96	99
25	60	74	84	97	101
20	64	77	86	98	102
15	72	80	88	100	103
10	77	83	91	101	106
5	91	88	94	103	109
1	103	94	99	108	112
Your Scores					

Your Helping Relationship Inventory Scores

Your profile of scores on the first page of this form allows you to compare yourself to the responses of 290 counselors. The solid horizontal line represents the scores of the hypothetical "average" counselor, and the dotted lines contain the middle fifty percent of counselors.

A *low* score indicates a *preference* for a given way of responding to someone you are trying to help, and a high score shows a lack of preference for a given response mode. The average counselor reports his preference in the order appearing on the graph, that is: Understanding, Probing, Interpretive, Supportive, and Evaluative.

A general description of each of the response modes appears below:

U—*Understanding.* A response tendency which indicates that the counselor's intent is to respond in a manner which asks the client whether the counselor understands what the client is "saying," how the client "feels" about it, how it "strikes" the client, how the client "sees" it. This is the Rogerian reflection-of-feeling approach.

P—*Probing.* A response tendency which indicates that the counselor's intent is to gather further information, provoke further discussion along a certain line, to query. He in some way implies that the client ought to or might profitably develop or discuss a point further.

I—*Interpretive.* A response tendency which indicates that the counselor's intent is to teach, to impart meaning to the client, to show him. He in some way implies what the client might or ought to think, however grossly or subtly.

S—*Supportive.* A response tendency which indicates that the counselor's intent is to reassure, to reduce the client's intensity of feeling, to pacify. He in some way implies that the client need not feel the way he does.

E—*Evaluative.* A response tendency which indicates that the counselor has made a judgment of relative goodness, appropriateness, effectiveness, rightness. He in some way implies what the client might or ought to do, however grossly or subtly.

Scores above the 75th percentile indicate that you show *more* preference than the average counselor for those ways of responding to clients. Scores below the 25th percentile show that you expressed *less* preference for those response styles.

It is important to bear in mind that these are similarity comparisons, and they do not suggest whether you might be effective in your helping relationships.

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PART II - TEACHING GUIDE

INTRODUCTION (5 Min)

ATTENTION

Most of the issues that come to the EOT Office are problems that either individuals or institutions failed to deal with effectively. The simpler the problem, the easier it will be to find a solution. This involves everyday skills of communication. Most complex issues, especially those of a social or political nature, may require more advanced skills of problem resolution.

MOTIVATION

1. Problem solving is nothing new to the Social Actions career field. It is inherent in the responsibility to generate social change.

2. For any given problem there are a wide variety of solutions, each with different aspects that may effect the problem one way or another.

3. A problem solving model is a very general method of resolving issues. A model is not intended to apply to each and every case that you will come across but, it does provide guidelines which you will certainly find helpful.

OVERVIEW

1. Cover the lesson objectives with the class.

2. Develop the lesson chronology.

TRANSITION

Let's begin by looking at a typical problem solving model.

BODY (2 Hours 45 Minutes)

PRESENTATION

5 a. CRITERION OBJECTIVE: Given information about problem solving, select the parts of a typical problem solving model, identify the common mistakes made by problem solvers, and identify the conditions that enhance effective problem solving.

1 . Explain that the problem solving process is especially useful when confronted with the more serious issues. For example:

a. Serious incidents, domitory polarization on a large scale or, base wide interracial conflicts.

b. Managing ineffective EOT offices where personality conflicts interfere with effective programs.

2 . Elements of problem solving process.

a. Define the problem.

(1) Determine specific issues.

(2) Assess where each party stands on issue.

(3) Before progress can be made toward a solution, there should be agreement on what the problem is.

(4) Sometimes the problem, as first defined, is not the real issue at all. (Example optional: For example, the Airmen's Club at Base X has declined to the point where it is losing money. It is assumed people didn't want a club so the solution is to close the club. The real problem may have been the quality of entertainment and as a secondary result there was poor utilization.)

b. Collect data.

(1) Purpose is to get enough information so alternative/choices on solution can be developed and considered.

(2) Data includes: reports, statistics, interviews, complaint files, etc.

(3) Data sources should be reliable.

c. Analyze and consider alternatives.

(1) Brainstorming - a good technique for determining solutions. Involves several simple steps.

(a) Set a time limit (approximately 30 minutes to an hour).

(b) Designate a person as the recorder.

(c) Generate as many ideas as possible within the limit.

(d) Accept all ideas without evaluation or criticism at this time.

(e) Evaluate each idea when the session is over.

(2) Discuss and evaluate pros and cons as well as limiting factors:

(a) Time

(b) Regulations - sometimes limits must be set on the possible solutions. For example, the possible solutions to alleviating harmful dormitory polarization may have to satisfy the commander's position, Air Force Regulations as well as the personnel.

(c) Costs

(d) Available resources

(e) Resistance to change

d. Select, plan and implement action.

(1) Which of the possible solutions is most likely to succeed? Select it.

(2) Develop a plan of implementation.

(a) How - people, resources.

(b) When - set priorities, sequence of events.

(3) Implement - take action.

e. Evaluate program/action.

(1) Develop criteria for success - one measure of success may be to ask if any new problems have developed.

(2) Collect data/feedback and evaluate against criteria.

(3) If satisfactory may want to monitor results periodically.

(4) If not satisfactory - start at step #1 and go through process again. Following are some questions which may help you re-evaluate each step:

(a) Was problem correctly and completely defined? (Optional example: In the case of the Airmen's Club mentioned earlier, after the commander closed the club for lack of utilization, the Senior Airman Advisor, several first sergeants and commander received complaints about why airmen had no club on the installation. It would be necessary in this case to begin problem clarification again.)

(b) Was problem correctly defined but solution in error? (Optional example: The Airmen's Club was losing money, entertainment was the problem so the commander and club manager decided to have more live country and western bands contracted. However, what was really wanted by the younger airmen were live Soul, Rock, and Latin bands.)

(c) Were problem and solution correct but implementation not properly carried out? (Optional example: In our Airmen's Club, listed above, Soul band was contracted but Soul only on Wednesday night - no weekends. So difficult to stay out late and feel good for work the next day.) (Second example: A commander decided that the best method of reducing the amount of shaving waivers on the installation and at the same time insuring good, equitable medical treatment for all personnel, was to initiate a Pseudofolliculitis Barbae Clinic. After the new clinic opened, supervisors in several squadrons ordered their personnel with a beard problem to shave immediately. This caused several persons' skin to become irritated and required medical attention. Clinic personnel were upset because it meant instead of helping some people keep their P.B. problem under control, they now had to treat acute P.B. symptoms for several patients. The affected personnel were also upset.

The commander had to "regroup" and return to Step 1. Ultimately the clinic was established after the commander's staff was thoroughly educated about the purpose of the clinic.)

(d) Take new actions and reevaluate.

3. Common mistakes made by problem solvers that make the process ineffective.

a. Developing a solution BEFORE the problem is accurately defined.

(1) Tendency to bypass problem definition step and not collect enough initial data in order to adequately define the basic problem.

(2) By not taking time to define basic problem, symptoms are uncovered and mistakenly thought to BE the problem rather than indicators.

b. Taking action before analysis of initial data is completed. At least two problems can result from this action.

(1) Problem never gets properly defined.

(2) No clear-cut solution is developed; a shotgun effect occurs - several actions are taken around periphery of problem but basic situation is never addressed.

c. Problem solvers and consequently the process becomes too rigid. Different perspectives, especially from "outsiders", are discouraged or ignored.

d. Avoid action - There are many reasons why people may want to avoid action. Listed below are two reasons.

(1) Keep status quo because we may encounter more and different/ new problems if we implement it. (Optional example: The best way to improve relations in a squadron may be to remove the first sergeant, who has ideas about military life which have been, as a whole, classified as "brown shoe" and long ago abandoned. But if this sergeant is removed, the action may be negatively interpreted by other sergeants.)

(2) May loose track of issue - define problem - and become engrossed in the PROCESS OF DEFINING problem. In other words, clarification and examination of the problem may become the end rather than the means. Following are ways action can be avoided and the process of defining becomes the end product:

(a) Endless studies on poverty often repeat analysis of the same problems with the same solutions offered.

(b) Constant referral of an item to a committee for action keeps the item "in the system" and no action need be taken.

(c) Continual argument or "rap sessions" with no outcome or plan for action.

4. Conditions that enhance effective problem solving.

a. The model requires adequate commitment to work on the problem (Optional example: Quite often social service agencies are accused of performing a task but at the same time not being committed to the alleviation of the problem which the agency is designed to alleviate.)

b. Adequate definition of the problem is a necessary condition.

(1) Thorough analysis is needed to develop the problem.

(2) New perspectives on the problem will emerge as analysis continues.

c. People who feel the problem must be involved in the process.

(1) If it is impractical to involve those that surfaced the problem, at least keep them informed.

(2) Involving those that feel the problem may be especially helpful in the analysis of potential solutions.

d. Identify factors of the problem which are under your control.

(1) Take responsibility for what you control and do something about.

(2) Go to appropriate OPR that has control over other factors.

e. Development and consultation with all resources that impact on the problem.

f. Share decision making as much as feasible.

(1) Involve as much as possible all the people that will be involved in the resolution.

(2) Participative decision making does not imply that all people are in agreement but, that all can express their feelings on the appropriateness of the decision and perhaps compromise with their reservations.

EVALUATION

1. Describe the process of "brainstorming".

2. When does the problem solving process become too rigid?

3. What are some examples of the tendency to avoid action?

4. Under what circumstances would it be infeasible to involve those who surfaced the problem in its solution.

TRANSITION

The problem solving techniques we've been discussing have been in the context of group decisions. There is a subtle connection between our leadership style and how we work in groups. Most of us have a leadership style and that style will affect how we make decisions, on our own and in groups. Three basic styles will be considered: Autocratic - one person tells or dominates. Democratic - interest of people considered and issues voted on. Laissez faire - noninterference, allow people to do as they choose. Before we get to the decision making process, let's consider what things you may need to take into account before determining which process to use.

5b. CRITERION OBJECTIVE: Given information on decision making process, correctly identify the consequences which can occur from the use of these processes.

1. Explain that the appropriateness of the decision-making process needs to consider:

    a. The amount of time available.

    b. The past history of the group.

    c. The kind of task being discussed.

    d. The kind of climate the group wants to establish.

2. Identify the six decision-making processes.

    a. Decisions made by lack of response "plop". The floors of most group meetings are completely covered with "plops".

(1) This is the most ineffective group decision-making process.

(2) All ideas which have been by-passed (to which no member has responded) result in a common decision not to support them.

b. Decisions by authority rule (bureaucracies).

(1) Power structure, with a chairperson is highly efficient, but is not necessarily effective.

(2) Depends on listening and integrating capabilities of the chairperson.

(3) May produce (and usually does) minimum amount of involvement which can undermine the implementation phase.

c. Decision by minority.

(1) Self-authorized (by chairperson or any other member of the group); offer suggestions and then shift immediately into action before any other alternative can be considered.

(2) "Hand clasp." Two members of the group simultaneously support an idea, and their enthusiasm overwhelms the group.

(3) A coalition supports and pushes through their suggestions. If no other viable solutions are offered, or if other members remain silent, the coalition's suggestion dominates.

d. Decision by majority rule.

(1) Voting and/or polling.

(2) The "democratic" method; but can create "win-lose" situations which affect the implementation of the decision.

(3) The minority may feel:

(a) Insufficient time was given for discussion.

(b) Next time, we'll win!

e. Decision by consensus.

(1) One of the most effective but most time-consuming decision-making processes.

(2) Consensus is not unanimity, but a situation where in everyone in the group feels he/she has had a fair chance to influence the decision. Members who do not take the majority alternative understand it clearly and are prepared to support it. Time needed for all members to state their opposition and careful listening by others to understand minority alternatives.

(3) Not all decisions warrant this time-consuming process.

f. Decision by unanimous consent.

(1) Perfect, but rarely achievable.

(2) It is not always necessary, and is probably highly inefficient.

(3) The group may be setting too high a standard for itself.

3. Emphasize that a group decision would be to decide on what method to use for what kind of task and in what kind of situation.

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a. The leader, or chairperson may feel threatened by such discussion, believing he/she will lose control of the group.

b. These procedures do not imply a disorderly communication process, but enhance the communication flow, involvement of the members, and the group atmosphere.

EVALUATION

1. What factors need to be considered when deciding what type of decision-making process to use in a group?

2. Which decision-making process is the most time-consuming?

APPLICATION/EVALUATION

1. Explain the force - field analysis.

a. Draw the model on the chalkboard.

b. Give examples of forces.

(1) Demonstrate the present level theory.

(2) Show that some forces may have greater strength than others.

(3) Explain that some forces can be on either side, and at times change direction.

2. Kerner Report: Seeking Consensus Exercise. (WS A-III-2-8) (Hours 1 & 2).

a. (Hour 1) Divide students into groups and explain the goals of the exercise:

(1) To compare the results of individual decision-making with the results of group decision making.

(2) To generate data to discuss decision making patterns in task groups.

b. Distribute the Kerner Report Individual Worksheet and inform students that they have 20 minutes to complete the task. (WS A-III-2-8). After 30 minutes announce that a ranking must be made by the total group consensus.

c. Distribute the Kerner Report Group Exercise (WS A-III-2-9) and read the following instructions:

(1) Individuals are not to change any answers on their individual sheets as a result of group decision.

(2) A member of the group is chosen as recorder and ranks the Group Worksheet as consensus is reached for each item.

CONCLUSION (10 Min)

SUMMARY

We have looked at

a. A problem solving model.

b. Common application errors.

c. Conditions that favor the process.

d. Decision making processes.

e. Consequences of these processes.

REMOTIVATION

Remember that the problem solving model is just that, a model. It requires intelligent application in order to be useful. It requires personnel to realize that it takes more than one person to successfully resolve a problem.

ASSIGNMENT

Instruct student to review the material.

CLOSURE

Offer assistance to students.

APPLICATION

PROBLEM SOLVING USING THE FORCE FIELD ANALYSIS

INSTRUCTIONS:

1. Identify the problem from the list you prepared during Introduction to Problem Solving.

2. The group may refer to the explanation of Force Field Analysis which has been attached for guidance, however the following factors are noteworthy:

a. Each group will first brainstorm and develop a list of helping and hindering forces impacting on the problem.

b. After developing the list, each group will decide on which forces they can change or modify, and those forces that are out of their control, (NOTE: We must adjust to those forces that we cannot alter or control, and adapt and alter those that can be.)

c. Each group will develop some suggestions for changing the balance of forces.

3. Instructor will inform groups how much time they have to complete task. The group is to select an individual to report to the total group their analysis of helping and hindering forces and their suggestions for positive change.

ADDITIONAL INFORMATION: Individuals may utilize training aids to clarify their presentations.

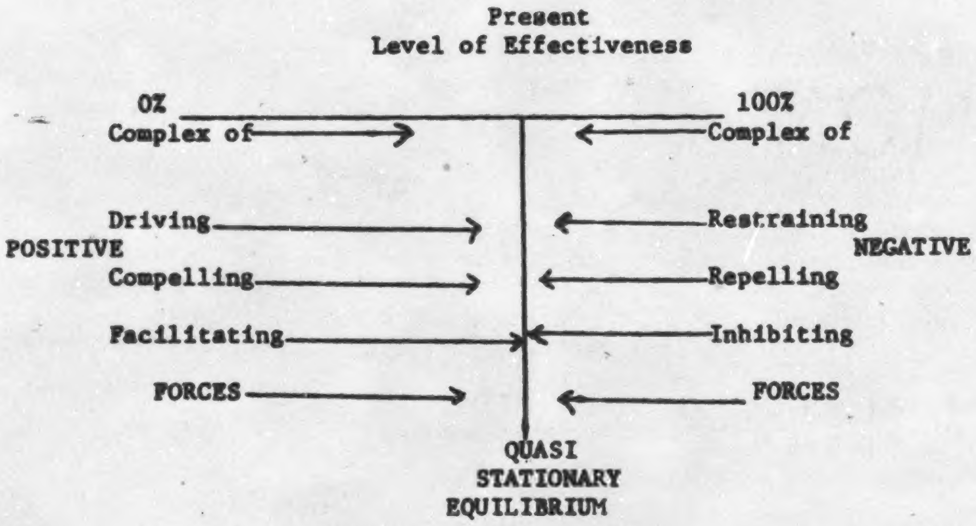
Attachment

FORCE FIELD ANALYSIS

PURPOSE: Facilitate understanding of complex forces influencing events (individual, group, organization) and to plan change.

FORCE: Idea of how movement starts, stops, changes
 --Dynamic concept
 --Causal concept
Psychological Forces: Influences on behavior

FIELD:
1. Many Forces at once
2. More than one direction--oppositional
3. Vary in strength


Present
Level of Effectiveness
0%
100%
Complex of
Complex of
Driving
Restraining
POSITIVE
NEGATIVE
Compelling
Repelling
Facilitating
Inhibiting
FORCES
FORCES
QUASI
STATIONARY
EQUILIBRIUM

INDUCE CHANGE BY:

1. Increase strength or number of DRIVING FORCES (Helping or Forces For).

2. Decrease strength or number of RESTRAINING FORCES (Hindering or Forces Against).

3. Combination of 1 and 2.

AN EXAMPLE OF FORCE FIELD ANALYSIS FOR ORGANIZATIONAL BEHAVIOR IS ON THE NEXT PAGE.

EXAMPLE OF FORCE FIELD ANALYSIS FOR ORGANIZATIONAL BEHAVIOR

Level of Daily Production

FORCES FOR	FORCES AGAINST
1. Pressure from supervisor	1. Workers resistance to being bossed around.
2. Desire to look good to bosses, get promoted.	2. Group standards against "scabbing"
3. Desire to earn more under an incentive plan	3. Worker doesn't care about product.
	4. Feeling of inadequacy.

STEPS IN PROBLEM SOLVING USING THE FORCE FIELD ANALYSIS:

1. Select criterion behavior, e.g., participation - DEFINE PROBLEM
2. Generate lists of contributing forces - DATA COLLECTION-BRAINSTROMING
3. Evaluate relevance, strength, meaningfulness of forces - FORCES FOR or FORCES AGAINST
4. FEASIBILITY STUDY of changing any particular force. REDEFINING PROBLEM DECIDE ON PARTICULAR POINT OR POINTS OF INTERVENTION. Which force or set of forces should I try to alter?
5. Detailed analysis of selected forces-new FORCE FIELD ANALYSIS to understand the particular points of intervention in more detail: How may it be adhered? (Repeat 1-5 above.)
6. Develop methods of influencing and changing, interventions into the system.
7. Select and apply particular interventions.
8. Evaluate effectiveness of interventions.

HANDOUT

3ALR73430A/30LR7361A/30ZR7364A-III-5-7

Technical Training

EQUAL OPPORTUNITY AND TREATMENT

PROBLEM SOLVING/DECISION MAKING PROCESS

May 1978

USAF Technical Training School
Lackland Air Force Base, Texas 78236

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Social Actions Training Branch
Lackland Air Force Base, Texas

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PROBLEM SOLVING/DECISION MAKING PROCESS

INTRODUCTION

Most of the issues that come to the EOT Office are problems that either individuals or institutions failed to deal with effectively. The simpler the problem, the easier it will be to find a solution. This involves everyday skills of communication. More complex issues may require more advanced skills of problem resolution.

> A major concern, probably one of the more important issues in interpersonal, group, and organizational functioning, is: "How are decisions made?" This question is sometimes overlooked in our various groups that we are involved in, such as the small group that you are in now, or the working group back at your office. Many of us are prone to focus on the big decision and ignor or not even be observant of the minor decision which, in effect, have more immediate impact on our lives.
>
> There are many different ways to make desicions in a group. Whether one decision making process is better than another is a complex question. It is important that we do not judge too quickly the appropriateness of our decision making procedures. More important is that we recognize groups make decisions and that there are particular consequences depending on the particular decision making process.

INSTRUCTIONS

1. Each group member is to read the following articles prior to the Problem Solving/Decision Making Process Lecture/Group Hours.

    a. Kurt Lewin's "Force Field Analysis"

    b. Criteria of Effective Goal-Setting: The SPIRO Model

2. During the Group Process Hours, group members will participate in the Force-Field Analysis: Individual Problem Solving Exercise. Further guidance and instructions will be given. A review of the following instruments/information will be helpful in facilitating the group process on problem solving:

    a. Diagram of Force Field Analysis/Inducing Change

    b. Steps in Problem Solving Using the Force Field Analysis

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Supercedes HO A-III-2-7, Decision Making Process, May 1977
and HO-A-IV-2-29, Problem Solving Process Oct 1977

KURT LEWIN'S "FORCE FIELD ANALYSIS"

Change in a group or an organization means essentially an alteration in the way things get done in the system. It may mean changes in compensation methods, sales and production levels, leadership styles, or interpersonal functioning, among others. Kurt Lewin's Force Field Analysis provides a framework for problem-solving and for implementing planned change efforts around a wide range of group and organizational issues. By way of reviewing Lewin's concepts, this paper describes how a group of managers applied the method when they met to discuss their effectiveness as a work team.

In talking to each other, the group members soon recognized that their day-to-day effectiveness and their ability to improve it were hampered by the degree to which they felt free to confront each other on relevant task and interpersonal issues. Having agreed that they needed to talk more openly with each other, each individual member now waited for someone else to "be open." Much of the frustration with this technique was soon summarized in the question, "Why can't we change the way we work together?".

DEFINITION OF THE PROBLEM

At first the reason for "no change" seemed to be "that's just the way things are," but as the managers looked more deeply at the climate in which they were operating, they identified some factors or pressures that strongly supported changes in the direction of more openness: (a) the team members wanted to perform effectively for the sake of their own careers as well as the good of the organization; (b) they were functionally interdependent and had to work together to accomplish their goals; (c) there were existing work-related problems that were having an impact on effectiveness (for example, responsibility without authority and unclear job definitions); (d) some interpersonal tension already existed in the system (for example. destructive competition and passive and overt hostility).

As they continued their analysis, the managers also identified pressures that acted as powerful obstacles to change: (a') many of the group members lacked experience and skills in dealing with conflict and more open feedback; (b') the risk of the "unknown" was high in terms of "What will we open up?" and "Will we hurt each other?"; (c) there was a concern that if certain issues were brought up "things could get worse"; and (d) there were questions about whether top management would support a more open climate or whether they would respond with "That's not the way things are done around here." Thus, the definition of the problem took the form of recognizing that opposing forces like these in the environment determined the existing level of interpersonal functioning in the group.

Figure I summarizes this "diagnosis" of the problem. The top and bottom of the figure represent opposite ends of a continuum of a team's functioning in terms of its interpersonal climate. The environmental conditions and pressures supportive of more open-

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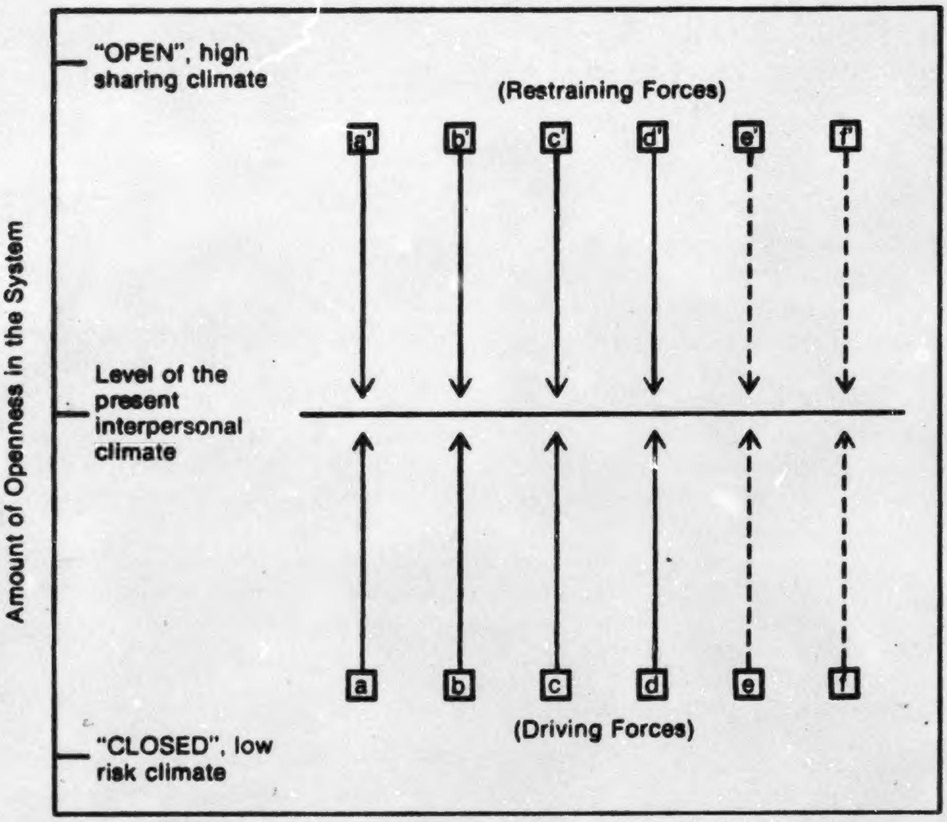
FIGURE I.
The Force Field


"OPEN", high sharing climate
(Restraining Forces)
a'
b'
c'
d'
e'
f'
Amount of Openness in the System
Level of the present interpersonal climate
a
b
c
d
e
f
(Driving Forces)
"CLOSED", low risk climate

ness in the system are the *driving forces* represented by the arrows pushing upward which, at the same time, act as barriers to the team's movement backward toward a more closed system. The arrows pushing downward represent the *restraining forces* which are keeping the system from moving toward a higher degree of openness and, at the same time, are driving forces toward a climate of lower interpersonal risk.

A group of forces as shown in Figure I may be called a "force field." The length of the arrows in the force field describes the relative strength of the forces: the longer the arrow the stronger the force. For descriptive purposes, the forces in Figure I are shown as equal in strength, but a force field can be made up of forces of varying strengths. Indeed, the strength of any single force may itself vary as we get closer to either end of the continuum of openness. A group or organization stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. Lewin called the result of this dynamic balance of forces the "quasi-stationary equilibrium." In our example, the equilibrium is represented in Figure I by the line marked "level of the present interpersonal climate." It is at this level of functioning that the system is not completely "closed" in terms of a total lack of openness, feedback and risk taking, but neither is there the degree of each needed to work together as effectively as might be. The arrows meeting at the line indicate that the current state is being maintained somewhere between

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the end points on a continuum of team functioning by a balance of discernable driving and restraining forces.

THE IMPLEMENTATION OF CHANGE

Since the management team is interacting at its present level because of a balance of organizational and individual needs and forces, change will only occur if the forces are modified so that the system can move to and stabilize itself at a different level where the driving and restraining forces are again equal. The equilibrium can be changed in the direction of more openness by: (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) changing the direction of the forces.

Any of the basic strategies may change the level of the team's functioning, but the secondary effects will differ depending on the method used. If a change in the equilibrium is brought about only by strengthening or adding driving forces, the new level may be accomplished by a relatively high degree of tension which itself may reduce effectiveness. In Figure I, the line representing the "level of the present interpersonal climate" will move upward toward more openness under the pressure of strengthened driving forces. The additional pressures upward, however, will be met by corresponding increases in resistance. The resulting increase of tension in the system will be characterized by a lengthening of the arrows pushing upward and downward at the new level.

Attempts to induce change by removing or diminishing opposing forces will generally result in a lower degree of tension. An important restraining force that requires removal in our example is the managers' lack of experience and skills in dealing with conflict. As the managers acquire new interpersonal skills, a key restraining force will be removed. Moreover, changes accomplished by overcoming counterforces are likely to be more stable than changes induced by additional or stronger driving forces. Restraining forces which have been removed will not push for a return to old behaviors and ways of doing things. If changes come about only through the strengthening of driving forces, the forces which support the new level must be stable. For example, many work groups are stimulated toward new ways of working together by participating in "team-building" sessions, only to find the former behaviors and habits re-emerging shortly after return to the day-to-day job. If the change started by the learning and enthusiasm of the team-building is to continue after the session, some other driving force must be ready to take the place of the meeting's stimulation.

One of the most efficient ways to get change is to change the direction of one of the forces. If the managers in our example can be persuaded to "test" top management's support for a more open climate, they might find more encouragement than they previously thought existed. Thus, the removal of a powerful restraining force (expected top management disapproval) becomes an additional, strong driving force (actual top management support) in the direction of change.

Morris S. Spier

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CRITERIA OF EFFECTIVE GOAL-SETTING: THE SPIRO MODEL

Personal growth goals and achievement goals in business and in school are more useful and effective if they are made explicit rather than remaining implicit in one's behavior. Thinking which is purposive is more effective than thinking which is random, jerky, or disjointed. Goal-directed behavior is more efficient and more effective than the behavior which is completely spontaneous, unplanned, and unorganized. The alternative to being goal-directed is to drift, to float, to achieve in a random manner. Establishing goals explicitly has a great deal of utility. For one thing, planning the next step is much easier if goals are explicit. The management of personal, social, intellectual, and economic development is easier if goals are attainable and have some directional quality to them. Having explicit goals also helps a person in developing a sense of accomplishment. Another benefit to objective goal-setting is that a person is far more likely to inventory the resources available to him and to utilize those resources, if his goals are clear. That is not to say that there is no room for serendipity and spontaneity in one's development. In fact, some of the most significant scientific achievements have been made by people who were working toward goals and discovered side effects or observed phenomena that they were not looking for.

The purpose of this lecturette is to provide some criteria for judging or critiquing statements of personal goals. Five criteria will be discussed. These five criteria, taken together, constitute the SPIRO model. The five criteria are: Specificity, Performance, Involvement, Realism and Observability. Applying these five criteria to personal goals can result in more effective goal-setting and more efficient planning.

Specificity. General goals are less useful than specific ones because the specific ones imply next steps or imply behaviors that need to be changed. An example of a non-specific goal would be, to improve my sales record next year. An example of a specific goal statement would be, to produce five percent more sales volume in the next year.

The second criterion is *Performance*. "What will I be doing?" Performance-oriented goal statements are more effective in guiding what the person is going to do rather than some non-performance statements. An example of a non-performance goal would be, to gain the respect of fellow class members. An example of a performance goal might be, to make at least one point in each seminar meeting.

The third criterion is *Involvement;* that is, the extent to which the person himself is involved in the objective. An example of a non-involving goal might be, to get the boss to accept criticism. An example of a goal that meets the criterion of involvement might be, to give negative feedback to the boss in private and to check whether he hears it accurately.

The fourth criterion of effective goal-setting is *Realism;* that is, the attainability of the goal. An example of an unrealistic goal might be, to change the attitudes of the teaching staff to accepting minority group students. An example of a realistic goal related to that concern might be, to acquaint teachers with the value orientations of parents of minority group students.

The fifth criterion in the SPIRO Model is *Observability*. This has to do with whether other people can see the result, whether it is obvious that the criterion has been met, or whether the results are covert. An example of a non-observable goal might be, to build more self confidence.

A corresponding goal that meets the standard of observability might be, to reduce the frequency with which I began declarative statements with the phrase, "I guess."

Applying these five criteria to one's own personal growth goals should result in greater understanding of where one is going. It helps if one's goals are made public, if one confides them to another person or publishes them in some way. To commit oneself publicly to growth goals is a way of using one's environment for support to try new behaviors. It is also helpful if goals are time-bound; that is, if there are some deadlines involved in the attainment of the objectives. It also helps if one's goals are planned in such a way that there is a good likelihood that there will be some reward from the environment for trying the attainment of that goal.

One idea related to goal-setting is contracting. One may write his personal goals, critique them himself, critique them with the help of another person, and develop a contract with the other person that by a certain time he will have accomplished his goal or a certain consequence will take place. For example, a professor may contract with his wife that he will get three journal articles written in the next six months, and if he does not, she will mail his personal check for $50 to the Ku Klux Klan. That is a kind of avoidance training.

Goal-setting is a continuous activity and is a core behavior in a continuous stream of effort that is coming to be called, in the human potential movement, Life Planning. What happens in life planning is that a person stops every now and again to reassess his goals, to apply criteria such as the SPIRO model to them, and to restate them as he improves in his understanding of himself. There are basically four core questions that are useful to ask oneself over and over again in life planning. One of those questions, which is perhaps the most difficult, is, "Who am I?" It sounds like a very simple question, but it is exceedingly complex and difficult question to answer cogently. The second question, of almost equal importance, is, "What am I up to?" That is, what is going on with me right now, what am I trying to get done right now, and what are my motives right now? The third question is, "Where am I going?" That question relates directly to effective goal-setting. The fourth question, which perhaps overarches all the other three, is, "What difference does it make, anyhow?" If one recycles these questions through his consciousness from time to time and applies hard standards to himself in terms of his personal objectives, his life management is much more likely to be effective and satisfying.

The motto of the state of South Carolina is a Latin phrase, "Dum spiro spero." Translated, that means, "While I breathe, I hope." Goals represent hopes while we're alive and being spirited, and those goals which are objective and explicit are more attainable and are more likely to help us realize our hopes than are those that are less obvious.

SUGGESTED ACTIVITIES

Participants may spend some time (thirty minutes or so) writing down their personal growth goals, critiquing them against these criteria, pairing off with a partner to critique each other's goals, and rewriting goals in terms of the SPIRO criteria. It is sometimes helpful in a personal growth laboratory for these helping pairs to meet several times, so that the person can have continuous checks on the extent to which his personal growth goals are being met by his behavior in the laboratory experience.

A second activity might be to help participants at the end of a personal-growth-laboratory experience to establish definite, written contracts with each other for follow-through and for application of laboratory learning to their back-home environments. The SPIRO criteria can be applied to the specific plans that one makes for reentering the back-home environment.

A third activity is to have pairs of people who ordinarily work together critique their production goals, and apply the criteria to their performance objectives on the job. For example, divisonal goals, departmental goals, or unit goals, can be evaluated by teams in a team-building session.

John E. Jones

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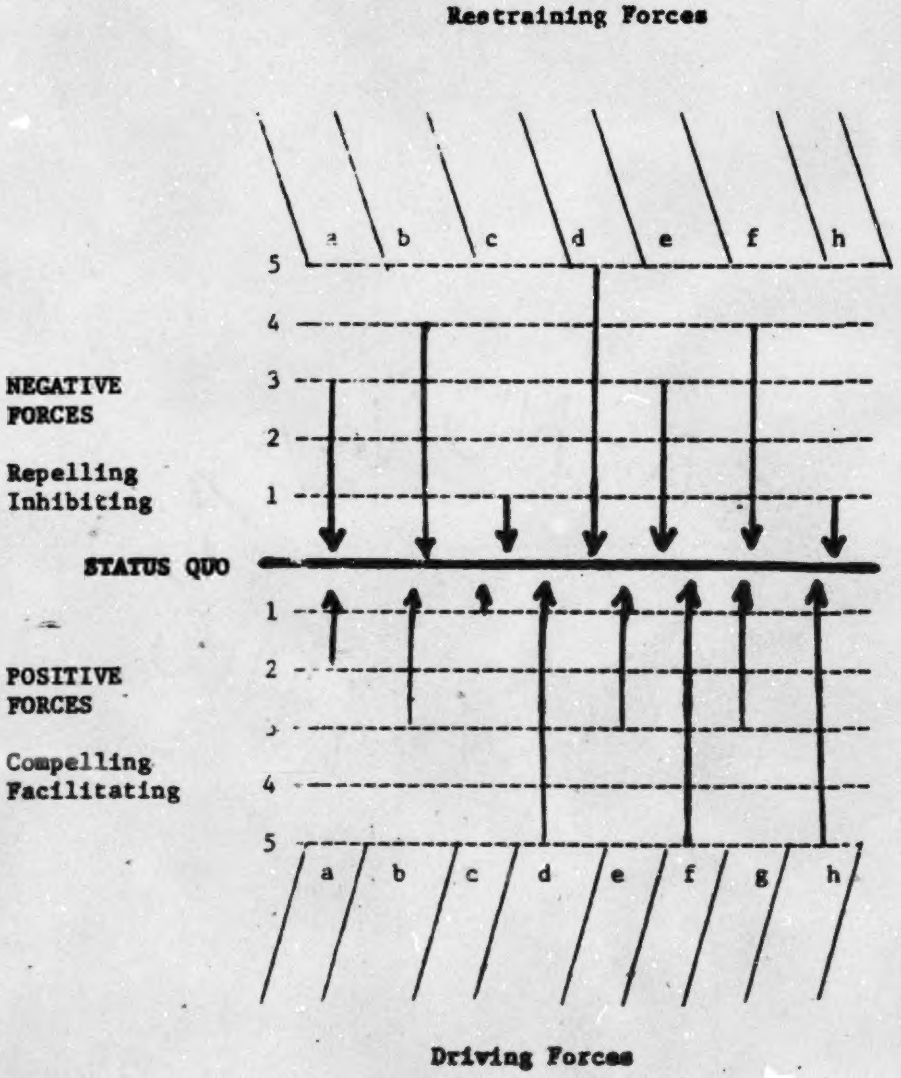
DIAGRAM OF FORCE FIELD ANALYSIS


Restraining Forces
a
b
c
d
e
f
h
5
4
3
2
1
NEGATIVE FORCES
Repelling Inhibiting
STATUS QUO
1
2
3
4
5
POSITIVE FORCES
Compelling Facilitating
a
b
c
d
e
f
g
h
Driving Forces

INDUCING CHANGE:

In planning specific changes to deal with a problem, one should be aware that increasing the driving forces to change the status quo also produces increased tension. One should also be aware that whatever change in status quo has been accomplished will be lost if the driving force is reduced. A change in the status quo, then, can best be accomplished by reducing the strengths of the restraining forces while maintaining the forces of the drive. If the driving forces are not maintained, the tension will be reduced without any change in the status quo.

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STEPS IN PROBLEM SOLVING USING THE FORCE FIELD ANALYSIS:

1. Select criterion behavior, e.g., participation - DEFINE PROBLEM

2. Generate lists of contributing forces - DATA COLLECTION - BRAINSTORMING

3. Evaluate relevance, strength, meaningfulness of forces - DRIVING FORCES/ RESTRAINING FORCES.

4. FEASIBILITY STUDY of changing any particular force. REDEFINING PROBLEM

5. DECIDE ON PARTICULAR POINT OR POINTS OF INTERVENTION. Which force or set of forces should I try to alter?

6. Detailed analysis of selected forces - new FORCE FIELD ANALYSIS to understand the particular points of intervention in more detail: How may it be adhered? (Repeat 1-5 above)

7. Develop methods of influencing and changing, interventions into the system.

8. Select and apply particular interventions.

9. Evaluate effectiveness of interventions.

DECISION MAKING PROCESS

OBJECTIVE

Identify the decision making processes and the consequences which can occur from the use of these processes.

INFORMATION

Before looking into the various decision making processes, let us consider some of the factors that affect the appropriateness of any decision:

1. The amount of time available in which to make the decision. e.g., deciding whether or not to jump out of a burning aircraft versus deciding whether or not to design a new weapon system.

2. The pass history of the group. e.g., what are the rules for the group and how do I get those rules to work for me?

3. The kind of climate the group wants to establish. e.g., permissive, trusting, competitive.

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DECISIONS AND CONSEQUENCES

LACK OF RESPONSE. The floors of most group meetings are completely covered with "plops." This is the most ineffective group decision making process. All ideas which have been by-passed (to which no member has responded) result in a common decision not to support them.

AUTHORITY RULE. All determination of policy is made by the leader. Techniques and activity steps are dictated by the authority, one at a time, so that future steps will always be uncertain to a large degree. The leader usually dictated the particular work tasks and work companion(s) of each member. The dominating leader tends to be critical of each member's work and aloof from any group participation. This type of decision making process is highly efficient (fast) but sometimes ineffective due to the minimum amount of group involvement.

MINORITY. Decision by minority is a self-authorized decision (by chairperson or any other member of the group). They may offer suggestions and then shift immediately into action before any other alternative can be considered. This kind of decision may be signified by a "hand clasp." A "hand clasp" occurs when two members of the group simultaneously support an idea, and their enthusiasm overwhelms the group. A coalition is when several group members support and push through their suggestions. If no other viable solutions are offered, or if other members remain silent, then the coalition's suggestion dominates.

MAJORITY RULE. Decision by majority rule is usually accomplished by voting and/or polling. This is the "democratic" method, and everyone is encouraged to participate. The consequences of this type of decision making are that sometimes "win-lose" situations are created; this may later affect the implementation of the decision. The minority may feel that insufficient time was given for the discussion and decide that next time, "we'll win!"

CONSENSUS. Decision by consensus is one of the most effective but most time consuming decision making processes. Consensus is not unanimity, but a situation wherein everyone in the group feels that he/she has had a fair chance to influence the decision. Members who do not take the majority alternative understand it clearly and are prepared to support it. A lot of time is needed for all members to state their oppositions and to allow careful listening by others to understand minority alternatives.

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Certainly, this time consuming procedure will not be applicable to all group decisions.

UNANIMOUS CONSENT. Decision by unanimous consent is perfect but rarely achievable. It is not always necessary and is probably highly inefficient. Groups that want to make decisions in this manner may be setting too high of a standard for themselves.

EXERCISE

Complete the following exercise.

1. What three items must be considered for any decision making process?

2. What is probably the most ineffective decision making procedure?

3. Which decision making procedure has the least amount of group involvement?

4. A "hand clasp" is indicative of which decision making procedure?

5. Which decision making procedure is considered to be "democratic"?

6. What is the most effective decision making procedure?

7. Which decision making procedure is rarely achievable?

SUMMARY

In this unit we discussed factors to consider when making decisions. These were: time available, past history of group, task being discussed, and kind of group climate. We also covered the six decision making processes and the consequences of using each of them: lack of response - ineffective; authority rule - minimum involvement; minority rule - lack of total support; majority rule - creates win-lose situation; consensus - time consuming; and unanimous consent - rarely achievable.

Understanding the decision-making process being used in a group stimulates involvement and a desire for group members to return. Insuring the group decision making process is known to all members could be the difference between a successful and an unsuccessful group. How are the decisions made in your Human Relations Council, office, or working committees?

ANSWERS TO EXERCISE

1. Time available, past history of group, task being discussed, and group climate desired.
2. Lack of response
3. Authority
4. Minority
5. Majority rule
6. Consensus
7. Unanimous consent

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Social Actions Training Branch
Lackland Air Force Base, Texas

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December 1977

PARTICIPANT'S INSTRUCTIONAL INFORMATION

INSTRUCTIONS TO SUPPORT "FORCE-FIELD ANALYSIS: INDIVIDUAL PROBLEM-SOLVING" EXERCISE

1. Each participant is to complete Part I - Problem Specification.

2. Each participant is to share their response with the working group.

3. The working group is to determine the problem that they will process.

4. Each group will complete Part II (Items 5 & 6). Brain storm and develop a list of driving (Helping) and restraining (Hindering) forces impacting on the selected problem.

5. After developing the list, the group will rate the forces on the scale in Part II, Items 7 & 8.

6. Diagram the driving and restraining forces that were rated in items 7 & 8. Also follow the instructions in Item 9.

7. Each group will refer to Part III, Item 10. After selecting two or more restraining forces from your diagram the group is to develop a strategy for reducing their potency (changing the balance of forces).

8. The group is to apply the SPIRO Model to the change strategy.

9. The group is to select an individual to report to the total group their analysis of driving and restraining forces and their change strategy. Individuals are encouraged to utilize training aids to clarify their presentation.

FORCE-FIELD ANALYSIS: INDIVIDUAL PROBLEM -SOLVING

FORCE-FIELD ANALYSIS INVENTORY

PART I. Problem Specification

Think about a problem that is significant in your "back-home" situations. Respond to each item as fully as necessary for another participant to understand the problem.

1. I understand the problem specifically to be that....

2. The following people with whom I must deal are involved in the problem:

   Their roles in this problem are...

   They relate to me in the following manner:

3. I consider these other factors to be relevant to the problem:

4. I would choose the following aspect of the problem to be changed if it were in my power to do so (choose only one aspect):

PART II. Problem Analysis

5. If I consider the present status of the problem as a temporary balance of opposing forces, the following would be on my list of forces driving toward change: (Fill in the spaces to the right of the letters. Leave spaces to the left blank.)

_____ a. ____

_____ b. ____

_____ c. ____

_____ d. ____

_____ e. ____

_____ f. ____

_____ g. ____

_____ h. ____

6. The following would be on my list of forces restraining change:

_____ a. ____

_____ b. ____

_____ c. ____

_____ d. ____

_____ e. ____

_____ f. ____

_____ g. ____

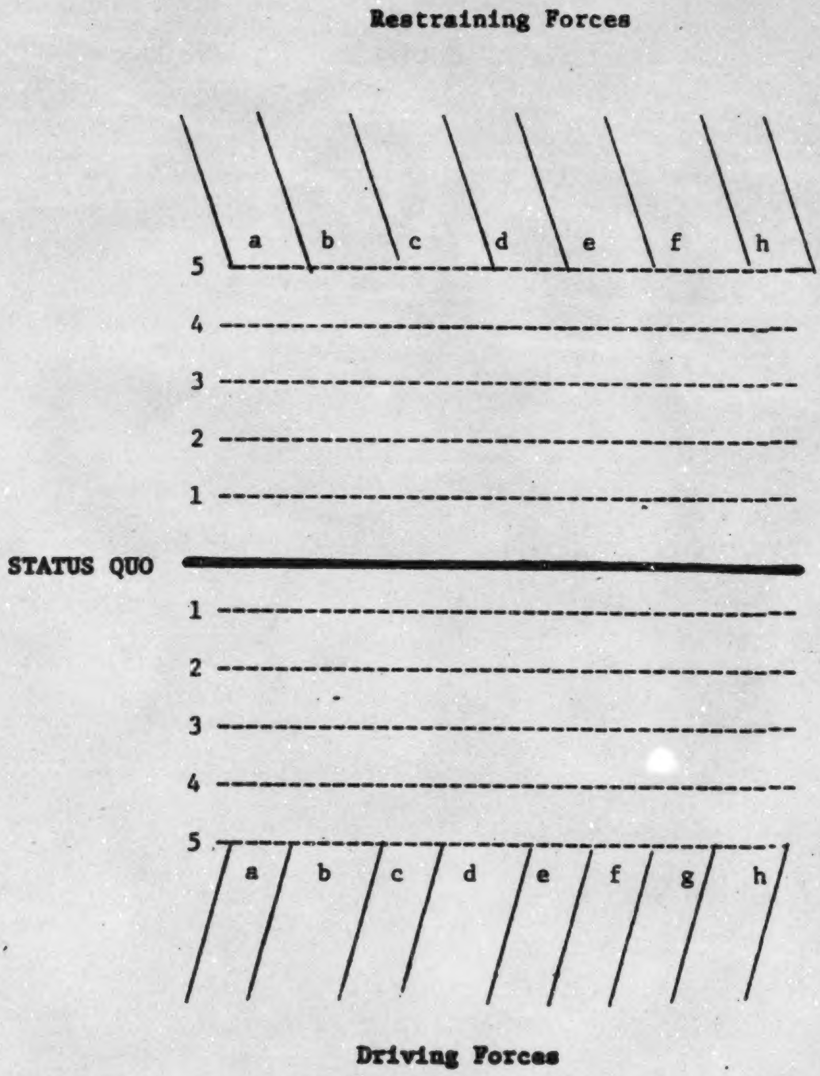
_____ h. ____

7. In the spaces to the left of the letters in item 5, rate the driving forces from 1 to 5.

   1. It has almost nothing to do with the drive toward change in the problem.
   2. It has relatively little to do with the drive toward change in the problem.
   3. It is of moderate importance in the drive toward change in the problem.
   4. It is an important factor in the drive toward change in the problem.
   5. It is a major factor in the drive toward change in the problem.

8. In the spaces to the left of the letters in item 6, rate the forces restraining change, using the number scale in item 7.

9. In the following chart, diagram the forces driving toward change and restraining change that you rated in items 7 and 8: First write several key words to identify each of the forces driving toward change (a through h), then repeat the process for forces restraining change. Then draw an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of forces (letter a) in item 5 to be rated a 3, draw your arrow from the 3 line in the "a" column indicating drive up to the status quo line.

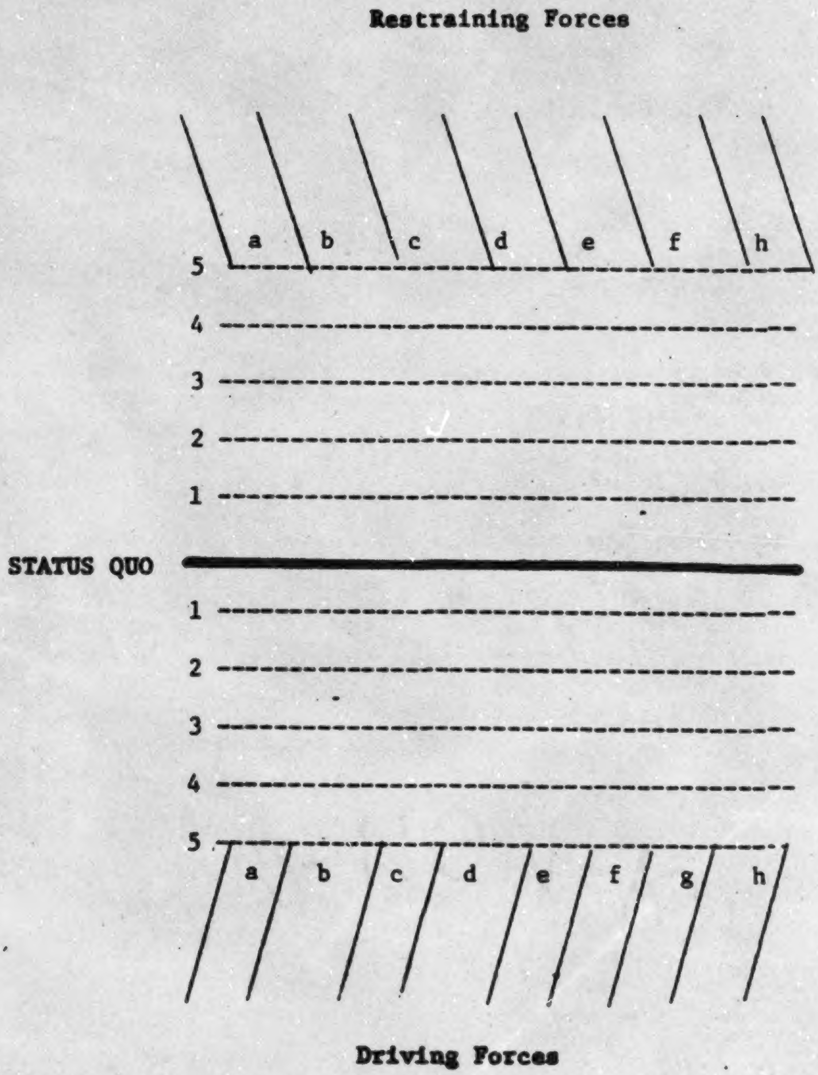

Restraining Forces
a
b
c
d
e
f
h
5
4
3
2
1
STATUS QUO
1
2
3
4
5
a
b
c
d
e
f
g
h
Driving Forces

7. In the spaces to the left of the letters in item 5, rate the driving forces from 1 to 5.

    1. It has almost nothing to do with the drive toward change in the problem.
    2. It has relatively little to do with the drive toward change in the problem.
    3. It is of moderate importance in the drive toward change in the problem.
    4. It is an important factor in the drive toward change in the problem.
    5. It is a major factor in the drive toward change in the problem.

8. In the spaces to the left of the letters in item 6, rate the forces restraining change, using the number scale in item 7.

9. In the following chart, diagram the forces driving toward change and restraining change that you rated in items 7 and 8: First write several key words to identify each of the forces driving toward change (a through h), then repeat the process for forces restraining change. Then draw an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of forces (letter a) in item 5 to be rated a 3, draw your arrow from the 3 line in the "a" column indicating drive up to the status quo line.


Restraining Forces
a
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STATUS QUO
1
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4
5
a
b
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d
e
f
g
h
Driving Forces

PART III: Change Strategy

10. Select two or more restraining forces from your diagram and then outline a strategy for reducing their potency.

11. Apply the following goal-setting criteria (the SPIRO model) to your change strategy:

    S - Specificity: Exactly what are you trying to accomplish?

    P - Performance: What behavior is implied?

    I - Involvement Who is going to do it?

    R - Realism: [illegible] it be done?

    O - Observability: Can others see the behavior?

PARTICIPANT'S INSTRUCTIONAL INFORMATION

INSTRUCTIONS TO SUPPORT "FORCE-FIELD ANALYSIS: INDIVIDUAL PROBLEM-SOLVING" EXERCISE

1. Each participa~~te~~nt ~~is~~ to complete Part I - Problem Specification

2. Each participa~~te~~nt is to share their response with the working group.

3. The working group is to determine the problem that they will process.

4. Each group will complete Part II (Items 5 & 6). Brain storm and develop a list of driving (Helping) and restraining (Hindering) forces impacting on the selected problem.

5. After developing the list, the group will rate the forces on the scale in Part II, Items 7 & 8.

6. Diagram the driving and restraining forces that were rated in items 7 & 8. Also follow the instructions in Item 9.

7. Each group will refer to Part III, Item 10. After selecting two or more restraining forces from your diagram the group is to develop a strategy for reducing their potency (changing the balance of forces).

8. The group is to apply the SPIRO Model to the change strategy.

9. The group is to select an individual to report to the total group their analysis of driving and restraining forces and their change strategy. Individuals are encouraged to utilize training aids to clarify their presentation.

KERNER REPORT INDIVIDUAL WORKSHEET

Introduction

The U. S. Riot Commission Report (Kerner Report), in gathering data on twenty-four disorders in twenty-three cities, found that "although specific grievances varied from city to city, at least twelve deeply held grievances can be identified and ranked into three levels of relative intensity."

Instructions

You are part of an evaluating team for the U.S. Riot Commission. Among the data gathered are twelve basic grievances of the Blacks involved in the rioting. Having reviewed all the data, you choose to rank the grievances under three levels of intensity:

First Level of Intensity

1. ( )
2. ( )
3. ( )

Second Level of Intensity

4. ( )
5. ( )
6. ( )

Third Level of Intensity

7. ( )
8. ( )
9. ( )
10. ( )
11. ( )
12. ( )

Individual Score ( )

List of Grievances to be ranked under the three levels.

A. Discriminatory consumer and credit practices.
B. Disrespectful white attitudes.
C. Poor recreation facilities and programs.
D. Police practices.
E. Inadequate housing.
F. Discriminatory administration of justice.
G. Inadequate welfare programs.
H. Inadequate education.
I. Inadequacy of federal programs.
J. Unemployment and underemployment.
K. Ineffectiveness of the political structure and grievance mechanisms.
L. Inadequacy of municipal services.

Designed for ATC course use. Do not use on the job.

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Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WB 3ALR73430A/3OLR7361A/
3OZR7364A-IV-6-23
30 April 1976

SPECIAL FUNCTIONS EXERCISE

INSTRUCTIONS

Read each of the problem-solving situations and respond to the questions that have been given. Your responses will be discussed in small groups, along with specific questions on each situation introduced by your instructor.

1.

2.

3.

DESIGNED FOR ATC COURSE USE. DO NOT USE ON THE JOB.

SPECIAL FUNCTIONS - PROBLEM-SOLVING

Indentifying and Training Auxiliary Social Actions Personnel

1. As an equal opportunity and treatment (EOT) officer/noncommissioned officer (NCO), you have prepared a letter for the review and signature of the wing commander. This letter has been forwarded to each unit commander, asking him/her to select an individual, preferably from among volunteers, whom he/she would like to serve as his/her Social Actions representative. In reviewing the responses, it is noted that the commander of one of the flying squadrons has selected an E-5 to be his representative, although the squadron is composed of 98% officers. The individual was selected primarily because he had expressed an interest in cross-training into Social Actions. He is a fine worker, and recently graduated as an outstanding graduate at the NCO Academy. His request to be considered is still pending, because his name has surfaced at group counseling session of individuals on the drug rehabilitation program as a "pusher." What actions would you take and why?

2. The base commander has received a letter from the wing commander, asking him to select three individuals to serve as Social Actions representatives. He discusses the value of the program with the chief of Social Actions, and then feels that it would be important to have senior, more mature individuals in this job. At his staff meeting, he merely announces that he would like to have three divisions select senior officers or NCOs to hold these positions. The letter, outlining the criteria, from the wing commander was never seen by the officers-in-charge (OICs) of these divisions. The OICs select senior personnel, as directed by the base commander. One of the individuals was not a volunteer and, at the first training session, expressed that he would do the best he could; however, he didn't believe in Social Actions. How would you handle this situation?

ATTACHMENT 1

SPECIAL FUNCTIONS - PROBLEM-SOLVING

Unit Social Actions Evaluations/Staff Assistance Visits

3. The evaluation project NCO has given the unit Social Actions questionnaires to the Social Actions representative in the squadron to distribute to unit personnel. The representative calls your office and states that one individual doesn't wish to complete the questionnaire. Since it is voluntary, what would your approach be?

4. One hundred unit Social Actions questionnaires have been distributed to the squadron. When the Social Actions representatives return the questionnaires to the office to be computed, only 66 of the 100 have been completed.

a. How would you compute your data with only 66 complete questionnaires?

b. How does this reflect the attitude of the unit toward Social Actions?

c. How would you debrief this to the unit and wing commanders?

d. What suggestions would you make for future evaluations in this unit?

SPECIAL FUNCTIONS - PROBLEM-SOLVING

Observances and Celebrations

5. The wing commander has forwarded the following comment (Hot Line) to your office. He would like for you to prepare a response to be published in the base paper.

"Recently it seems there has been a great deal of emphasis on minority-oriented programs (especially those dealing with blacks, like the Martin Luther King observances and Black History Month, not to mention the lengthy human relations courses), in which practically the only participants are white. Something like four percent of the military population here is black, but they hardly seem to participate in — or even show any interest in — these programs. We seem to be going all out to educate the majority about the minority, with practically no interest or help from members of that minority. Why is the Air Force forcing all these programs on people, when the only contribution our black population makes to them is an occasional 'Right On!'?

6. As you prepare for the second year that your base has observed Black History Week, all of the units and staff agencies have been encouraged to get involved. One of the participants in the Human Relations Seminar stops into the office during the break and tells you that his commander is passing around the schedule and requiring that all individuals attend at least one activity to insure that the unit is well represented. Based upon the theme and approach toward the program, the participant believes that this is a rather negative way to approach the program. What action would you take when learning of this information? Why?

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SPECIAL FUNCTIONS - PROBLEM-SOLVING

Conducting "Rap" Sessions

7. Participants in the human relations class state that they feel it would be very meaningful for the wing commander to host a "rap" session. You are aware that the wing commander has negative feelings about "rap" sessions, and has strongly stated to you that there are more than enough channels available to any and all personnel on the base to utilize without such a forum. Based upon cross-feed you are getting from the human relations instructor, a "rap" session may be helpful, or at least the commander may need to know that his personnel have some grievances or concerns they feel need to come directly to him. They do not trust the other systems or channels. What action would you take, if any?

8. You have finally gotten the auxiliary Social Actions personnel, including the representatives of the human relations council, actively involved in the Social Actions program within each unit. One individual, who has expressed an interest in the Social Actions program but has not been received very well by his commander and other personnel in the unit, strongly believes that there is a need for a "rap" session. In fact, he is willing to get people together and work with you. You would prefer getting the unit auxiliary personnel involved, rather than this person, because he seems to "turn off" people, as he "comes on too strong." How would you handle this situation?

Social Actions Training Branch
Lackland AFB, Texas 78236

WS 3ALR73430A/30LR7361A/30ZR7364A-III-2-1

DECISION LOGIC DEVELOPMENT EXERCISE

INSTRUCTIONS: Complete the sections which have been identified with an asterisk (*)

INFORMATION:

A. DETERMINATION OF EOT OFFICE ACTION TAKEN BASED ON RESULTS OF COMPLAINT VERIFICATION

IF COMPLAINT VERIFICATION REVEALS THE COMPLAINT IS:	THEN THE EOT OFFICE SHOULD:
Totally invalid	*
A result of misunderstanding	*
A result of poor management practices	*
A result of a possible violation of Air Force EOT policy	*
A result from a clear violation of Air Force EOT policy	*

B. DETERMINATION OF EOT OFFICE'S ACTION BASED ON UNIT COMMANDER'S RESPONSE ON EOT COMPLAINT

IF THE EOT OFFICER:	AND THE COMPLAINANT IS:	THEN:
Concurs with Unit Commander	Satisfied	*
	Dissatisfied	*
Does not concur with Unit Commander	Satisfied	*
	Dissatisfied	*

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WB/30ZR7364A-III-2-29
February 1977

T-P LEADERSHIP QUESTIONNAIRE

______________________ Name

______________________ Group

INSTRUCTIONS: The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N ____ 1. I would most likely act as the spokesperson of the group.

A F O S N ____ 2. I would encourage overtime work.

A F O S N ____ 3. I would allow members complete freedom in their work.

A F O S N ____ 4. I would encourage the use of uniform procedures.

A F O S N ____ 5. I would permit the members to use their own judgment in solving problems.

A F O S N ____ 6. I would stress being ahead of competing groups.

A F O S N ____ 7. I would speak as a representative of the group

A F O S N ____ 8. I would needle members for greater effort.

A F O S N ____ 9. I would try out my ideas in the group.

A F O S N ____ 10. I would let the members do their work the way they think best.

A F O S N ____ 11. I would be working hard for a promotion.

A F O S N ____ 12. I would be able to tolerate postponement and uncertainty.

A F O S N ____ 13. I would speak for the group when visitors were present.

A F O S N ____ 14. I would keep the work moving at a rapid pace.

A F O S N ____ 15. I would turn the members loose on a job and let them go to it.

A F O S N ____ 16. I would settle conflicts when they occur in the group.

A F O S N ____ 17. I would get swamped by details.

A F O S N ____ 18. I would represent the group at outside meetings.

A F O S N ____ 19. I would be reluctant to allow the members any freedom of action.

A F O S N ____ 20. I would decide what shall be done and how it shall be done.

A F O S N ____ 21. I would push for increased production.

A F O S N ____ 22. I would let some members have authority which I could keep.

A F O S N ____ 23. Things would usually turn out as I predict.

A F O S N ____ 24. I would allow the group a high degree of initiative.

A F O S N ____ 25. I would assign group members to particular tasks.

A F O S N ____ 26. I would be willing to make changes.

T-P LEADERSHIP QUESTIONNAIRE CONTINUED

A F O S N _____ 27. I would ask the members to work harder.

A F O S N _____ 28. I would trust the group members to exercise good judgment.

A F O S N _____ 29. I would schedule the work to be done.

A F O S N _____ 30. I would refuse to explain my actions.

A F O S N _____ 31. I would persuade others that my ideas are to their advantage.

A F O S N _____ 32. I would permit the group to set its own pace.

A F O S N _____ 33. I would urge the group to beat its previous record.

A F O S N _____ 34. I would act without consulting the group.

A F O S N _____ 35. I would ask that group members follow standard rules and regulations.

T _____ P _____

Social Actions Training Branch
Lackland Air Force Base, Texas 78236

WB/30ZR7364A-III-2-30
February 1977

LEADERSHIP STYLE PROFILE SHEET

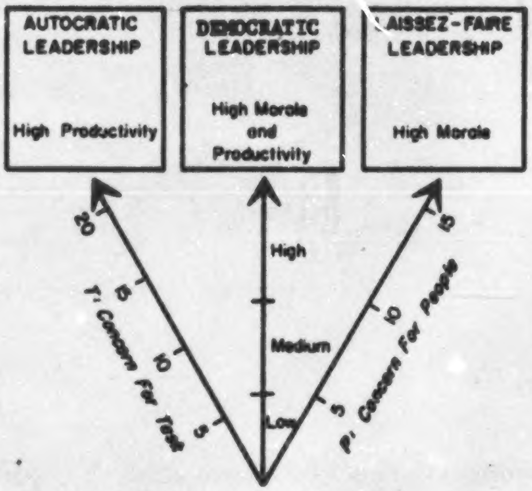
SCORING THE T-P LEADERSHIP QUESTIONNAIRE

INSTRUCTIONS: In order to locate oneself on the Leadership Style Profile Sheet you will score your T-P Leadership Questionnaire on the dimensions of task orientation (T) and people orientation (P). Score the questionnaire as follows:

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Write a "1" in front of the circled items to which you responded S (seldom) or N (never).
3. Write a "1" in front of items not circled to which you responded A (always) or F (frequently).
4. Circle the "1's" which you have written in front of the following items: 3,5,8,10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. Count the circled "1's". This is your score for concern for people. Record the score in the blank following the letter "P" on the T-P Leadership Questionnaire
6. Count the uncircled "1's." This is your score for concern for task. Record this number in the blank following the letter "T" .

INDICATING A LEADERSHIP STYLE:

INSTRUCTIONS: In order to indicate your style of leadership, find your score on the concern for task dimension (T) on the left hand arrow. (Taken from T-P Leadership Questionnaire) Next, move to the right-hand arrow and find your score on the concern for people dimension (P). (Taken from T-P Leadership Questionnaire). Draw a straight line that intersects the P and T score; the point at which that line crosses the team leadership arrow indicates your score on that dimension.


AUTOCRATIC LEADERSHIP
High Productivity
DEMOCRATIC LEADERSHIP
High Morale and Productivity
LAISSEZ-FAIRE LEADERSHIP
High Morale
20
15
10
5
T: Concern For Task
High
Medium
Low
15
10
5
P: Concern For People

SHARED LEADERSHIP RESULTING FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE

LEADERSHIP STYLES Just as our views about the words "leader" or "leadership" will condition how we work in groups, so will our attitudes about how people work together. Within the definition of leadership styles are ordinarily placed threee conditions: autocratic, or strongly boss-oriented; democratic, or participative; and laissez faire, or leave-them alone.

Autocratic styles. Tend to produce results at the expense of harmony or personal commitment. Create hostility and aggression, discontentment, loss of individuality, more dropouts--but the quanity of work produced may be greater than in other forms of leadership management.

Laisse -faire styles. Not the same as democracy, they tend to be leaderless and sometimes directionless, characterized by lots of play and very little work--and poorer work in quality. Do not generally create a lasting commitment to a group or a task and may generate dissatisfaction with other group members and the level of accomplishment. Tendency to defer decisions and activities, to be distracted from purposeful play or work.

Democratic styles. Work motivation tends to be higher than in others, with more-self-starting efforts. More originality, more creativeness, more mutual praise and organized common efforts. More tendency to share group property and develop larger spontaneous subgroups (rather than competitive cliques). Greater satisfaction with the work attempted and accomplished and with involvement, although total productivity may not be as high as in the autocratic style.

PART II - TEACHING GUIDE

INTRODUCTION (5 Minutes)

ATTENTION

There were two brothers with one piece of pie left, and they both wanted to eat the pie. However, there was a conflict; both wanted the larger piece if it were to be divided. In this particular example, both boys went to their father, and he became the third party. He recommended that the older brother cut the pie any size he wished, and the younger brother could then choose any slice he wanted.

MOTIVATION

Sometime, sooner or later, you as Social Actions personnel will be called on/looked to for advice regarding conflict management. Whether your expertise will be needed regarding conflict management on a large scale or as a third part between supervisor and worker, the information you will receive in this unit of instrution will be very valuable. Hopefully, this information will give you some guidance as far as your particular role in conflict management on your particular installation.

OVERVIEW

1. Cover lesson objectives with class.

2. Develop the lesson chronology.

TRANSITION

Let's begin by examining the nature of conflict

BODY (11 Hours 45 Minutes)

PRESENTATION

5a. CRITERION OBJECTIVE. Identify four characteristics which describe the nature of conflict.

(1) Explain the building up of tension over mutually exclusive goals.

a. Experienced by individuals or groups as win-lose situations.

b. Underlying hostilities comes to surface.

c. Incompatible goals.

(2) Explain the tendency to polarize issues.

a. Right-wrong

b. Yes-no

(3) Explain the tendency to draw into conflicting groups.

a. See other group as all bad.

b. Build up of distrust in other group.

(4) Explain the climate of distrust.

a. Communication suffers - distortion of information.

b. Broadening of conflict; conflict becomes self perpetuated.

c. Other group doesn't do anything right.

d. Disagreement over issues; Conflict becomes independent of initial issues.

5b. CRITERION OBJECTIVE: Identify the purpose of confrontation and conflict management.

(1) Explain the purpose of confrontation.

a. To increase authenticity in the relationship. (Allows people to experience a sense of increased personal integrity.)

b. To increase their mutual commitment to improve the relationship.

c. To diagnose the conflict.

d. To increase people's sense of control over the quality of their relationships.

e. To explore and discover ways of de-escalating the conflict.

(2) Explain the purpose of conflict management.

a. To resolve the conflict (So that original differences or issues no longer exist)

b. To control the conflict (Decrease the negative effects of conflict, but groups still have opposing preferences and antagonisms). i.e. minimize cost of conflict.

EVALUATION

1. What is the purpose of confrontation?

2. What is the purpose of conflict management?

PRESENTATION

5c. CRITERION OBJECTIVE: Identify the role of EOT personnel in conflict management as third party consultants.

1. Explain the role of capturing data as a listener.

    a. Cause and effect relationships.

    b. Basic and symptomatic issues.

    c. Tangible and emotional/intangible issues.

    d. Mutually compatible issues (where respect and trust may surface).

    e. Distortions or misunderstandings (trouble interfaces) groups have for each other.

2. Explain the role of serving as an information communication channel.

    a. Can convey information more freely than formal communication channels.

    b. Uses himself/herself to effect constructive confrontation of issues specifically by monitoring and clarifying interpersonal communication.

3. Explain the role of analyzing/diagnosing issues and group process.

    a. Clarifies obscure problems or explores for basic issues that underlay emotional issues..

    b. Searches out and surfaces emotional (feelings) issues - can legitimatize discussion of fellings and consideration of group members' feelings.

c. Develops tentative redefinition of problems.

d. Has groups in conflict stop or pause in "business as usual" to clarify cause and effect relationships.

4. Explain the role of serving as a catalyst or facilitator.

a. Assists in sharing information and new ideas about conflicts.

b. Encourages feedback; develops two way communication feedback between groups; specifically observes where two way communication is lacking.

c. Assists people in leveling with each other; surfaces incongruenties between verbal and nonverbal behavior; monitors communication to assist in making communication more effective and congruent.

5. Explain the role of promoting the spirit of inquiry.

a. Asks questions, such as "what's happening?" why? How? How can "we" do better - to surface information for further inspection and consideration?

b. Surfaces conflict that is being pushed aside; the consultant does not ignore or help to disguise conflict but clarifies and sharpens the basic issues.

6. Explain the role of assisting in team building.

a. Encourages groups to share their observations and suggestions for constructive resolution of problems.

b. Promotes psychological bonding - encourages communication and understanding among groups.

c. Establishes psychological climate of trust, clarity, openness and respect.

EVALUATION

1. In what ways do third-party consultants serve as a facilitator?

2. What can a third-party consultant look for as a listener?

3. How can the third-party consultant promote a spirit of inquiry?

PRESENTATION

5d. CRITERION OBJECTIVE: Identify four third party actions that enhance effective conflict management.

1. Explain preliminary interviewing.

a. Determine motivation of groups/people and their readiness to work on the conflict.

b. Identify issues.

c. Identify pressures operating on groups or individuals.

d. Helps prepare parties for confrontation; creates greater confidence, openness, etc.

2. Explain the context for the confrontation.

a. Neutrality of the turf.

b. Formality of the setting.

c. Time-boundedness of the encounter (time limits).

d. Composition of the meeting.

3. Explain the interventions that facilitate the dialogue process.

a. Refereeing the interaction process.

(1) Terminate discussion that has become non-productive or repetitive.

(2) Provide equal time.

(3) Use of rewards/punishments.

b. Initiating agenda.

(1) Most needed early in meeting.

(2) Varies depending on how the dialogue is progressing

c. Restating the issues and principals' views.

(1) Summarizes each party's views.

(2) Reduces having one side have the last word in a debate

(3) Technique of terminating a discussion item.

d. Eliciting reactions and offering observations.

e. Diagnosing the conflict.

(1) Focus group's attention on diagnosis of the conflict.

(2) Invite diagnostic hunches.

f. Prescribing discussion methods.

(1) Joining issues.

(2) i.e. one person's personal problems and feelings of other person.

g. Diagnosing conditions causing poor dialogue.

(1) One party's reluctance to get issues out.

(2) One party's reluctance to improving relationship.

(3) Any attitudes.

h. Other counseling interventions.

(1) Advice about timing of interpersonal confrontations.

(2) Realistic expectations of the relationship.

4. Explain the planning for future dialogue.

a. Be aware of the general organizational climate (apart from the immediate conflict).

(1) Improved vertical and lateral communications.

(2) Explicit norms that staff will be open about conflict.

b. Encourage the practicing of constructive dialogue techniques.

(1) Techniques learned during interaction with third party.

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(2) Techniques made explicit by third party.

(3) Ingredients making dialogue constructive/destructive.

c. Build another third party into the process.

d. Be available over a specific period of time following the confrontation.

e. Ensure that the principals/parties have a specific time and/or purpose planned for meeting again.

EVALUATION

1. What are some of the things to consider when determining the context for the confrontation?

2. What are some interventions that can be made by a third-party in facilitating the dialogue process?

3. What happens when planning for future dialogue?

APPLICATION

1. Direct students to small groups for the Third Party Consultant Exercise. Each exercise will be conducted with four students consisting of consultant, observer, and first and second party involved in the conflict.

2. Based on the previous days peer perception ranking align the students in pairs by their choices of most dislikeable and dissimilar to them for the conflicting parties.

3. Two parties involved in the conflict get together and talk over the demensions of the problem. (10 min)

4. The first party in the conflict is interviewed by the consultant with the observer looking on silently and recording his/her observations on the Third Party Consultant Exercise Feedback Sheet (TPCEFS). (7 min)

5. The second party in the conflict is interviewed by the consultant with the observer looking on silently and recording his/her observations on the TPCEFS. (7 min)

6. The consultant conducts a session with both parties in an attempt to resolve or control the conflict with the observer looking on silently and recording his/her observations on the TPCEFS. (15 min)

7. The observer gives his/her feedback to the consultant and parties simultaneously. (10 min)

CONCLUSION (10 Minutes)

SUMMARY

During this unit of instruction we have looked at the nature of conflict, the purpose of confrontation and conflict management, the role of EOT personnel in conflict management at a third-party consultant, and finally the strategic ingredients conducive to third-party interventions.

REMOTIVATION

As EOT personnel you will definitely be involved in various confrontations whether it be as a third-party or whether it be you, yourself as one of the parties involved. With this information you can have a better understanding of what to look for and what to say in terms of managing conflicts.

ASSIGNMENT

1. Direct students to small groups for complementary technical training.

2. Instruct students to complete the Peer Perceptions Ranking Form by ranking the other group members from most likeable and similar to them to the member most dislikeable and dissimilar to them.

3. On the last three group members, identify the reasons for their choice, such as attitudes, beliefs, behavior in or out of class, prior conflicting ideas, or unfinished business.

SOCIAL ACTIONS TRAINING BRANCH
Lackland Air Force Base, Texas 78236

LP AA-III-6-(1)
8 June 1978

CONFLICT MANAGEMENT (Performance Test)

_____ FINAL EVALUATION

STUDENT NAME ______________________ RANK ________ DATE ____________

INSTRUCTOR ______________________________ GROUP ________________

	S	NI	U
A. DURING THE PRELIMINARY INTERVIEWING WITH THE PARTIES ALONE DID THE THIRD PARTY CONSULTANT:			
1. Identify main issues as each person saw them.	10	5	0
2. Determine if each client is/is not ready to resolve problem.	5	3	0
3. Determine any constraints/pressures influencing each person.	5	3	0
4. Explain procedures for confrontation session.	5	3	0
B. DURING THE SESSION WITH THE PARTIES TOGETHER DID THE THIRD PARTY CONSULTANT UTILIZE THESE INTERVENTIONS TO FACILITATE THE DIALOGUE PROCESS:			
1. Initiating agenda.	5	3	0
2. Clarify issues by			
a. Restating issues and client's views.	10	5	0
b. Confronting clients when they do not participate constructively.	10	5	0
3. Suggest discussion methods.	5	3	0
4. Encourage client's control over their own situation:			
a. Encourage clients to summarize each others views.	5	3	0
b. Encourages clients to determine reasons for barriers to their communication.	5	3	0
c. Encourage realistic expectations.	5	3	0
d. Encourage win-win solution.	5	3	0

Attachment 1

C. DURING THE PLANNING FOR FUTURE DIALOGUE DID THE THIRD PARTY CONSULTANT:	S	NI	U
1. Discuss any outside factors which may affect the parties in resolving their conflict (especially organizational climate).	5	3	0
2. Encourage client's to practice constructive communication techniques.	5	3	0
3. Build in a different third party consultant into the process.	5	3	0
4. State availability over a specific period of time following the confrontation.	5	3	0
5. Ensure that the parties have a specific time and/or purpose planned for meeting again.	5	3	0

Comments:

Scoring Instructions: Minimum score to achieve a satisfactory grade is 85 points.

Overall Points: ________________ S ______________ U ____________